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ABSTRACT

This curriculum, the development of which was funded under Title IV of the Civil Rights Act of 1964, will aid teachers and school administrators in their efforts to explore with students the attitudes and skills essential to friendly and democratic relations between persons of different races, religious, national origins, and socioeconomic status and both sexes. The curriculum includes five components: (1) suggested ways of structuring effective learning activities for intergroup education which stress involvement, participation, and realism; (2) the "Intergroup Education Curriculum"; (a) a conceptual framework for teachers and students to operate within; (b) explanatory material which elaborates the meaning and significance of 12 key concepts; (c) a set of common objectives, drawn from the concepts, to provide a focus for each curriculum area; and (d) sections for each of eight curriculum areas--arts, early childhood education, health and physical education, industrial arts, language arts, mathematics, science, and social studies, (3) suggested ways of using the group life of the school as a source of class activities and a means of assuring the behavioral outcomes of the curriculum approaches; (4) suggested ways of involving the community as an important resource for intergroup education; and (5) supplemental information in the "Appendices" which can be used as an instructional resource for the classroom and inservice staff development programs. (Author/JM)

Equal Rights

an Intergroup Education Curriculum

ED 099 150

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Prepared by
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Message from the Secretary of Education

In 1962 the Pennsylvania Department of Education (then, the Department of Public Instruction) published *Our Greatest Challenge: Human Relations--a Guide to Intergroup Education in Schools*. The publication was widely distributed and effectively used however, changing times and circumstances necessitated a new publication. The increasing awareness of many racial and ethnic groups, as well as the women's movement, demands that educators at all levels address themselves to the essential elements of today's human relations problems and opportunities.

Public education plays a vital role in furthering understanding and appreciation among all people toward those from other areas, other races, other faiths and other cultures. This new publication provides a wealth of ideas, strategies and basic information for implementing an intergroup education program at each level in all schools in the Commonwealth.

I heartily endorse the broadest possible use of this publication. It can be a key instrument in our continuing efforts to meet *our greatest challenge*.

John C. Pittenger

John C. Pittenger
Secretary of Education

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INTRODUCTION

Equal Rights - An Intergroup Education Curriculum

This curriculum will aid teachers and school administrators in their efforts to explore with students the attitudes and skills essential to friendly and democratic relations between persons of different races, religions, national origins and socioeconomic status and both sexes.

In 1969 and 1972, the State Board of Education added a curriculum regulation requiring that *"The instructional program of every school shall include intergroup concepts which are designed to improve students' understanding and relationships between individuals and groups of different sexes, races, national origins, religions and socioeconomic backgrounds."*

Since curriculum development was moving toward a conceptual basis and since many of the activities suggested in the original guide published in 1962 were no longer relevant for the current student population, a new publication was initiated.

The initial work was begun in 1971 by the Office of Equal Rights (then, the Division of Intergroup and Civil Rights Education) in cooperation with the curriculum specialists of the Bureau of Curriculum Services (then, the Bureau of General and Academic Education).

A common set of intergroup concepts and objectives were used as a basis for instructional activities in each curriculum area. This work was reviewed and discussed with consultants in November 1971. Recommendations were incorporated in the preliminary draft. Plans were then made to pilot these drafts in various school districts.

Three workshops during the spring of 1974 resulted in this edition. The implementation process will necessitate many revisions and adaptations. We acknowledge with appreciation the contributions of the many individuals whose efforts and ideas helped to create *Equal Rights: An Intergroup Education Curriculum*.

Acknowledgments

Acknowledgment is first made to the following department staff members who were involved in the early phases of this publication and have since assumed other responsibilities in, or are no longer with the department:

Joseph Bard, Allison Bryant, Louisette Logan, Florence McGarry, Carl Guerrerio, John Meehan, Jeannette Warner, Robert Ziegler and Earl Zimmerman.

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Kathryn Bard, early childhood; Reggie Bryant, fine arts; Bernard Edwards, industrial arts; Santee Ruffin, health & physical education and Mary Struve, social studies, early childhood and language arts.

We extend our sincere appreciation to the Teacher Consultant Committee, who shared their wealth of classroom experience with the department staff involved in this project, and to the administrators of their school districts who made their participation possible:

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An expression of appreciation is extended to the administrators and staff members of the Wissahickon School District for permission to use sample action plans in the Social Studies Section of this publication. These are particularly useful models for locally developed materials.

The following individuals in the department contributed to the initiation, development and completion of this project and are available to provide advisory help to intermediate units and local districts as they translate the content of this publication into local curricular designs:

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Chapter I

Curriculum Rationale and Design

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Chapter I

Curriculum Rationale and Design

Rationale

This publication is a resource to persons responsible for developing and implementing the intergroup education curriculum in the elementary, middle and secondary schools of Pennsylvania. It will be helpful in designing the intergroup curriculum content for the *Equal Opportunity Section* of the new Long-Range Plan Program, effective July 1975. (See Appendix A-2, for proposed *Equal Opportunity Section Guidelines.*)

The rationale supporting this curriculum is:

1. Intergroup education is a coordinated program which focuses on development of a preventive attack against the causes of prejudice and friction between groups. This is accomplished by identifying social needs and then designing experiences and methodologies which will foster better relationships between individuals and groups of different races, sexes, religions, socioeconomic and ethnic backgrounds.

2. Intergroup education is not a separate course of study but rather a set of concepts and common objectives which are incorporated into all content areas of the curriculum at all levels. It is more likely that young people will acquire broader knowledge and develop more positive behaviors if the teaching staff arrives at a set of concepts and objectives and then relates the specific content and mode of inquiry of each discipline toward the achievement of those objectives and mastery of the concepts.

3. Traditionally, content dealing with intergroup education has been included primarily in social studies and literature. This publication broadens that perception by including areas such as mathematics, industrial arts and physical education which have been largely unexplored. Greater consideration is also given to the arts, science, early childhood education and language arts. Efforts in these areas should encourage further development and refinement by specialists working with this material.

4. The school's curriculum is a suitable vehicle for teaching and learning about the intergroup dimensions of human interaction. However, the most effective curriculum will view students' life experiences in their own school and community as the best source for identifying needs and experiences.

5. The higher the degree of heterogeneity in the school system's community, staff and student population, the greater the opportunity for developing realistic curriculum experiences. In localities where racial minorities are absent, the apparent homogeneity of the community may be a mistaken assumption. Group diversity exists in every school district. There are males and females, different religious denominations, different socioeconomic levels and different ethnic groups. Not to recognize the variety of the heritage and life styles present in all communities is to deny a part of the students' existence, render the curriculum less relevant and therefore give at least tacit acceptance to majority norms. Further, when young people are helped to recognize and value differences in their own millieu, they are more likely to transfer that learning in a positive way to differences encountered in later life settings.

Design

The design and structure of the curriculum are based on the rationale stated. The five components are:

1. Suggested ways of structuring effective *learning activities* for intergroup education which stress involvement, participation and realism.

2. The *Intergroup Education Curriculum*:

   a. A conceptual framework for teachers and students to operate within.
   b. Explanatory material which elaborates the meaning and significance of the 12 concepts.
   c. A set of common objectives, drawn from the concepts, to provide a focus for each curriculum area.
   d. Sections for each of eight curriculum areas.

      Arts
      Early Childhood Education
      Health and Physical Education
      Industrial Arts
      Language Arts
      Mathematics
      Science
      Social Studies

   Each section has specific objectives appropriate to the curriculum area, derived from the common conceptual framework, and specific learning activities that can be used with students. Resources are listed as aids for the activities suggested and for further exploration by the teacher.

3. Suggested ways of using the *group life of the school* as a source for class activities and a means of assuring the behavioral outcomes of the curriculum approaches.

4. Suggested ways of involving *the community* as an important resource for intergroup education.

5. Supplemental information in the *Appendices* which can be used as an instructional resource for the classroom and in-service staff development programs.

Because of the interrlationship of the concepts and the curriculum area, many of the suggested activities and resources can be used in more than one content area. For this reason, teachers are urged to study all sections for implementation ideas. They may want to work together across disciplines to achieve certain objectives.

The activities and resources presented here are certainly not exhaustive. It is hoped that district personnel will develop their own learning activities and share them with the Pennsylvania Department of Education. (See Chapter VI for transmittal forms.)

Chapter II

Planning Effective Use of the Curriculum

Chapter II

Planning Effective Use of the Curriculum

The following sections will be effective only through sensitive and knowledgeable use by the classroom teacher. In planning these activities, teachers will need to assume many responsibilities that go beyond the usual preparations for regular class projects.

A major role for teachers will be to select, adapt, and add activities appropriate to the grade and course level being taught. Subsequently, it will be necessary to gear such activities to individual student needs. The suggested activities are examples only. Many more activities can be constructed by teachers and students to meet specific needs of local districts.

Teachers will need to select reference and reading materials with great care in order to prevent the use of works with racist and sexist stereotype content.

Teacher introspection is an important phase of the implementation of a successful intergroup curriculum. Teachers will need to learn to identify and deal with their own prejudices and work to create a positive intergroup climate within the school. They will need to feel comfortable with the various techniques involved in these activities. More often than not a teacher with qualms about using a particular approach will not be able to do an effective job. Alternative techniques should be sought. Additional training may be necessary for many teachers to acquire the skills necessary for successful implementation of certain types of intergroup techniques.

Persons seeking college-level work on intergroup education will generally find appropriate courses at all teacher education institutions in the Commonwealth. Standard XIV of the Department of Education's *Standards for Certification of Professional School Personnel* requires each teacher education program to include "intergroup content and experiences which encourage intellectual awareness of and emotional sensitivity to the cultural pluralism of our schools and society." Many districts schedule in-service course work in this area through the local In-service Councils. If such courses are not scheduled, requests by teachers could lead to the development of helpful in-service programs. Appendix A-5 is provided as a resource for development of such programs.

It is also necessary to recognize the value of affective learning as well as cognitive learning in working with the intergroup concepts. No subject can be taught effectively without concern for the students' feelings. It is frequently the *actions-speak-louder-than-words* type of teacher behavior that has the greatest impact on student attitudes and values.

The suggested readings and instructional materials listed in the content area sections are by no means complete. Each teacher will need to supplement them with locally available items and new materials as they come on the market. Each community has many resources available: persons with specialized knowledge; community organizations and agencies; public and college libraries, etc. Wise use of such resources will greatly enrich the intergroup curriculum.

The Pennsylvania Department of Education has published several useful resources on intergroup education:

American Diversity and Supplement: A Bibliography on Racial and Ethnic Minorities for Pennsylvania Schools

Minority History: What? Why? How?

Task Force Report on Sexism in Education

Images of Women: A Bibliography of Feminist Resources for Pennsylvania Schools

Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work

Self-Study Guide to Sexism in Schools

Guidelines for Textbook Selection: The Treament of Minorities

Most school libraries have copies. If not, they may be secured by writing the Office of Equal Rights, Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126.

All of the materials on intergroup education will be meaningless without the imagination and creativity of educators in every school district throughout the Commonwealth. This publication is a guide; the classroom teacher needs to provide the leadership to make intergroup education a reality in Pennsylvania.

Chapter III

The Intergroup Education Curriculum

CHAPTER III

CONCEPTUAL FRAMEWORK

Concept	Explanation of Concept	Objective
1. All human beings belong to one species.	Young people must be able to distinguish the physical variations and characteristics within the species, to overcome prevalent myths about these differences.	Students will develop the understanding that all people are members of the human race, and learn that racism and sexism are cultural phenomena.
2. Difference is a reality of the human experience.	If young people begin to experience and understand differences as a functioning part of each segment of society--from their own communities to the national and world levels--there is more likelihood that they will be better able to accept differences without automatically ascribing positive or negative values to various groups and individuals from different groups. While the human condition abounds with differences of all kinds, the intergroup education program must necessarily focus on those which have group characteristics.	Students will be able to recognize and relate to the behaviors exhibited by both sexes, and by racial, ethnic, religious and socioeconomic groups and their members.
3. Differences and similarities have importance and value.	It is very difficult to understand the feelings that other people have. This difficulty is magnified with individuals raised in cultures that are different from our own. We do, however, have similarities because all persons function in various groups. The real value and importance occurs when we are interested enough to learn about these groups and compare them with the groups to which we belong. Young people should be taught to inquire into the differences in human behavior when making judgment decisions, make a comparison of these differences and derive from these comparisons the cause of differences.	Students will be encouraged to expect and accept that each person and group has valuable contributions to make to the total society, because each brings to that society unique attitudes, ideas and experiences.
4. All people have human needs, feelings and problems.	Stereotypic thinking and relating results from categorizing and labeling individuals in terms of over-generalizations based on faculty assumptions about group characteristics. Thus individuals so categorized are dehumanized in this process.	Students will develop an understanding of human needs, feelings and problems.

CONCEPTUAL FRAMEWORK

Concept	Explanation of Concept	Objective
	If young people are to learn to relate on the human level, curriculum experiences should be designed so that students can encounter individuals and groups of all kinds and both sexes behaving and responding in a variety of ways.	
5. The degree of self-value is related to one's self and group concepts and how individuals and other groups value group identities.	Each person is an individual and a member of one or several groups. The individual derives a self-concept, positive or negative, through encounters with others and, after many encounters, internalizes a kind of picture of the groups to which he/she belongs. Because of the influence of the dominant group on the other, and because of the power of large numbers, majority groups often feel a sense of superiority. Minority groups are made to feel inferior and may assume self-hatred and shame simply because they are of the minority group. A numerical majority, however, does not always carry preferred or even equal status. Other factors such as political, economic or accepted social dominance, often transform a numerical minority into *the majority*. This can be seen in the case of women, colonized nations and the southern states of this country.	Students should develop a positive self-concept based on an understanding and valuing of their own group identities and should actively enhance the self-concept of others.
6. In an intergroup relationship there are alternative actions for each individual and different consequences for the behavior selected.	Behaviors are selected as appropriate on the basis of previous experiences, the perception of the nature of the intergroup relationship by the individuals involved and the anticipated outcomes. Because of the culturally isolated backgrounds of the majority of young people in American society, there is little opportunity for them to try out behavior in *normal* associations. This leaves most of them with limited perceptions and a meager number of responses when they are in an intergroup situation.	Students will be able to recognize that there is more than one way to act in an intergroup relationship, therefore, different outcomes are possible.

CONCEPTUAL FRAMEWORK

Concept	Explanation of Concept	Objective
	To overcome this deficit, experiences should be developed which provide opportunities for broadening and sharpening perceptive abilities and a learning environment created where young people can try out responses to various kinds of intergroup situations.	
7. All groups tend to be ethnocentric.	All groups maintain a distinct identity. Individuals tend to look with uncritical favor on their own group and judge other groups by the values of their own. Their own ways are believed to be right and natural and often superior to the less familiar ways of other groups. Awareness of this factor in group relationships and the negative effects on intergroup relations when ethnocentrism leads to discriminatory and exclusionary behaviors and attitudes should be encouraged.	Students should develop the understanding that group memberships cause them to form beliefs which may influence their judgment of others.
8. No group or representatives of any one group have a monopoly on achievement.	Achievements that determine the quality of human existence have been made by individuals and groups from both sexes and all cultural and cross-cultural backgrounds. Each student's self-concept should be enhanced by noting the contribution of individuals and groups from other than the majority culture. This is important in aiding the students to establish their own identities and should result in a strengthening of the minority child's self-esteem and a lessening sense of cultural superiority on the part of the majority child. In much the same manner, by including the contributions of women from all cultural groups, children will be helped to view women in other than stereotyped dimensions. This will result in increased self-esteem by the girls and more varied perceptions of women by the boys.	The student should recognize that achievements have come from individuals of both sexes and all racial, ethnic, socioeconomic, national and religious backgrounds.

CONCEPTUAL FRAMEWORK

Concept	Explanation of Concept	Objective
9. The quality of human existence is dependent on the degree of intergroup cooperation.	Increasingly American society is being made aware of the serious degree of alienation within various minority groups and the reemergence of the demand for female equality. As these groups continue their struggle for a recognized place in the mainstream of the culture, critical decisions will be made by majority and minority leadership in response to this push for equality. The school, being a microcosm of the larger society, will necessarily experience the effects of this struggle. If majority and minority youth can be helped to see cooperation based on mutual respect as the only viable alternative, the school can provide a real laboratory for important learnings.	Students will develop an understanding that present societal hostility is a condition of centuries of cultural conditioning resulting in intergroup conflicts. Improved human relation depend upon increased intergroup understanding and cooperation.
10. Cultural pluralism must be recognized as a basic value of any effectively functioning society.	Each culture in our society works as do the ingredients of a tossed salad. Each one is valuable by itself, mixed together they add an important taste to the salad while maintaining individual identities. The commonly held *melting pot* concept is fallacious. Even if it could be achieved, its desirability is questionable. Experiences should be devised and directed towards imparting knowledge of each culture.	Students will learn that different cultural behaviors and traditions enrich the total society.
11. The Declaration of Independence and the Constitution of this country promise freedom and equality for all individuals and groups.	The fact that we live in a country that guarantees liberty and justice should be realized by all. It is also important to recognize that, for many citizens, this has been and is a hollow promise. The realization should be developed that only people, not institutions, can make these documents live up to their promise for everyone.	Students will know that all citizens of the United States are legally guaranteed the same rights and opportunities.

CONCEPTUAL FRAMEWORK

Concept	Explanation of Concept	Objective
12. Citizenship is assuming responsibility, individually and collectively, for the consequences that result from individual and group actions or inactions.	All persons are responsible for their own acts and must deal with the results. They share a responsibility for the acts of groups to which they belong even though they may not have had any direct personal involvement. Since the schools are the collective responsibility of students and staff, no limitations should be placed on the students' feelings of responsibility to ensure equality for all members. Students must understand that failure to take a stand or act in defense of this principle makes them accountable for perpetuation of inequality.	Students will learn that each person must deal with the consequences of individual and group actions and inactions.

Arts

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PERCEIVING UNDERSTANDING INTERPRETING COMMUNICATION

THE HUMAN EXPERIENCE

AN ARTS RESOURCE FOR INTERGROUP EDUCATION

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FOCUS

People learn about people through the arts and through engaging in arts-derived experiences.

People are involved with the realness of sights, sounds, textures, tastes and aromas of the world--with ideas and feelings of the natural and the human world--with the quality of enjoyment and style of living--and with an openness to finding new avenues for meaningful communication in comtemporary settings.

As people employ the active working and learning processes of the artist (perceiving, responding, understanding, creating, evaluating and developing skills), they form a viable means for acquiring knowledge about their own abilities, their own ideas and insights. They realize that ethnic and cultural differences and similarities, sex, race, religion and age are immaterial to need and ability for personal expression. In fact, working as an artist nurtures respect for diversity among peoples and the valuing of individual's expression and a group's traditions and achievements. As they become involved in an arts experience, they are confronted with the same kinds of problems, decisions, concepts and goals that have been, or are being, faced by people of every ethnic, cultural and sociographic group of the past or present.

As people study the arts of the past they are brought into direct contact with their heritage...whether these be visual or aural or a combination of both; whether these be classified as folk, primitive or professional;catergorized as art, dance, drama, film, music or literature; whether these be created by men or women; whether African, Western Europe, American or Asian.

NOTES ON IMPLEMENTATION

The experiences in this section are drawn from the arts (creative drama, dance, filmmaking, music, art, writing) but are by no means specialized to the point that they are to be identified with a particular art, or for that matter, to the arts only.

The described activities can be used effectively in any educational experience to the end that each student and teacher will:

1. Activate Perceptions.

2. Search for Greater Understanding through other sources.

3. Trigger Interpretations and Communication.

The activities can be incorporated in experiences for any age level. For example: A 5-year-old can work a simple camera and develop a discerning eye as well as a 17-year-old. The sophistication of the finished product and the formed concept may vary with age and experience.

The experiences are not sequential. They may be used numerous times, even with the same group of students; that is, the eye of the person operating the camera may focus on a number of different subjects or on the same subject for a number of different reasons.

The experiences readily lend themselves to other components of the curriculum.

Because many of the experiences are nonverbal, students with linguistic problems can experience success, thus increasing their self-esteem. Because most of the experiences lead to spontaneous verbalization, students can build their vocabularies and communicative skills. Because many of the experinces require visual and kinesthetic action, students who learn more easily through this mode participate readily and completely.

Arts specialists should be considered as resource people when questions arise as to techniques and specific processes.

Their knowledge of historical and cultural facets should enable them to function well as resource people for other humanities courses and foreign language.

It is possible that mini courses incorporating certain *bundles* of the activities could be offered at the secondary level by the arts specialists or by a team of teachers; that is,

a. film animation and literature and modern music

b. poetry writing and folk and rock music

c. dance and the African folktale

d. drama and poetry by women.

If a particular experience is not practical for a particular situation, drop it, adapt it or substitute something else for it. These are only a few suggestions meant to trigger other ideas.

SUPPLIES AND EQUIPMENT

Some of the suggested experiences require that students gather information and express their feelings and ideas by using materials of various kinds. For the most part, these materials appear on any arts specialist's supply shelves. However, since students will be using the materials in the elementary grades and in other classes, such as, English, social studies, it would be wise to order additional amounts.

- calligraphy brushes and pens
- drawing pencils
- charcoal
- crayons
- drawing paper
- soft, smooth paper (for rubbings)
- inks of various colors
- printing supplies
  - wood blocks
  - linoleum blocks
  - inks
  - brayers
  - paper
  - fabrics
  - silk-screen
  - curring tools
- painting supplies
  - brushes
  - transparent watercolors
  - temperas
  - acrylics
  - oils
  - fingerpaint
  - enamel
- twines-variety of colors and weights
- yarns-variety of colors and weights
- blank recording tapes
- film for still and motion cameras
- cameras - still and motion
- tape recorders

Using television cameras as an expressive tool has great appeal for secondary school students, although they are not necessary for developing a good program. However, the following would add to the dimension of combining contemporary technology with creative endeavors.

- TV camera
- TV play-back equipment
- blank tapes

Many environments can by engineered by students and teachers to heighten perceptions and gain understanding. (See slide/tape program *Motivational Environments*, **ARTS IN EDUCATION** Guidelines, PDE.)

The following pieces of equipment will by helpful:

- 2 or 3 carousel projectors
- 16mm projector
- Overhead projector
- Spotlights and flashlights
- 8mm projector
- Tape recorder/player
- Phonograph

Some supplies that will be helpful:

- acetate for overhead
- food dyes
- colored India inks
- discarded 16mm film and blank 16mm leader
- acetate inks
- felt tip markers
- lengths of muslin for projection surfaces
- theatre gels
- blank 2 x 2 slides

An empty room, a stage, a corner of hallway or classroom, a place where people can move, can set up projectors and spaces.

EXPERIENCES TO ACTIVATE PERCEPTIONS

PERCEIVING – ability to notice through sensory contact, to associate new information with past experiences, to note subtle differentiating characteristics.

It should be noted that the definition makes reference to three levels of confrontation with objective information:

1. Being aware is simply a sensory (visual, tactile, olfactory, auditory or taste) notice that *something* is present. That something may be obstructing vision or hearing. Something may be in the path of a traveler and must be avoided. It is almost unnoticed and is certainly not identified. No feelings or ideas are engendered.

2. Associating requires that the individual looks, listens, touches, tastes or smells with enough attention that the thing is identified, at least to the extent that it is categorized by source or use. It may be associated with a past experience or with similar things. A whole chain of reactions may be elicited in which the thing itself may have been nothing more than a trigger.

3. Discerning perception is the level at which subtle differentiating characteristics are sought. Discerning perceptions pertain to how a thing is in all its realness. The perceiver is taken up with the specific qualities of the thing (the person, the place, the event, the object) without projecting biases or preferences. The perceiver makes himself or herself available to the specific set of conditions. He or she discovers the quality of the *thing* – feels it, knows it, is involved in it. He or she begins to empathize with all the nuances, all the subjective and objective interrelated qualities of a given situation. It is at this level of perception that the beginning of formulated concepts are evident, that solutions to problems are coming into suggestible form, that the need for additional understanding is triggered.

IT IS WITHIN THIS REALM OF PERCEPTION – DISCERNING PERCEPTION – THAT THE ARTS CAN PROVIDE AN EFFECTIVE ADJUNCT TO AND AN INTEGRAL PART OF LIFE-RELEVANT EXPERIENCES

ARTS/INTERGROUP EXPLORATORY EXPERIENCES

It will be noted that each of the following sets of experiences is titled, *EXPLORATIONS*. It is important that the provider of the experience recognizes *what* that word implies. An exploration is a seeking out, a delving into, a gathering of impressions, ideas and information. This approach–of encouraging students to discover previously unnoticed or unassociated situations-has clear implications for the development of intergroup concepts which are based upon learning to discover, recognize and understand one's attitudes toward people as individuals and as members of groups.

The possibilities are limitless. What is suggested here is a number of arts-derived activities which are particularly applicable to the discovery and examination of important intergroup concepts.

In using these–or others of an exploratory nature–it is important to remember that the desired result is not necessarily a *work of art* or a testable item. The goal is changing (not changed) attitudes.

HELP THEM TOWARD INSIGHT BY .... Discussing the subjects students choose in the light of possible stereotypes. For example, are all of the minority group members engaged in manual labor? Are all the women engaged in domestic pursuits? Is timidity associated with females, violence with minorities? Examine the cultural origin of such stereotypes and how they affect perceptions. Challenge students to discover situations which demonstrate that stereotypes are not valid descriptions of the human experience, that is, in this case, that people of all races and ethnic groups and of both sexes follow various pursuits and feel a side range of emotions.

OBJECTIVES DERIVED FROM ARTS EXPERIENCES	INTERGROUP CONCEPTS
PERCEIVING THE COMMONALITIES	1. All human beings belong to one species. 3. Differences and similarities have importance and value. 4. All people have human needs, feelings and problems.
AND THE REALITIES OF DIVERSITY WHICH EXIST IN THE HUMAN EXPERIENCE	2. Difference is a reality of human experience. 9. The quality of human existence is dependent on the degree of intergroup cooperation. 10. Cultural pluralism must be recognized as a basic value of any effectively functioning society.

Photographic Explorations

The following activities may be conducted using photographs from magazines and newspapers, or using photographs taken by students. If the latter technique is used, give the students a quick overview of how the camera is operated (contact local camera shop for directions) cautioning them to request permission to take photographs and to respect the wishes of people. Then allow them to move into *the field*.

Encourage students to explore the commonalities of the human experience by focusing on people:

engaged in the same type of activity (work, play, rest, etc.) or,

expressing the same emotion (fear, anger, happiness, tenderness, etc.)

An important insight into both commonalities and differences can be gained from focusing the camera's eye on environmental objects and the responses of people in those environments.

For example: As people enter the foyer of a government building, a hospital, theatre, train station; as people move into a darkened building, find themselves in a small space, in an open park, at a bargain counter, etc., encourage students to notice the common reactions regardless of race, sex or ethnic background.

If it is impossible for you to take students on location, provide a location or situation for them.

For example: Enlist the help of students whose understanding and concept development is at a more sophisticated level in dramatizing a situation or simulating a place. Your students may then photograph the actors' responses catching facial expressions, body language or movement.

or

Have each student choose a classmate and photograph that classmate so that *the essence* of the individual is caught. Examine the attitudes that led the student to *capture* his/her classmate as he/she did.

or

Suggest that the students photograph the route from school to home. If this were done over a weekend, they could photograph a specific spot in their neighborhood at different times during the day.

Further insight as to human response can be gained from categorizing:

- photographs (either from newspapers and magazines or using those taken by the students) under verbal expressions of feelings
- photographs and recorded sounds
- photographs under topics or themes (work, play, community activities)

Graphic Explorations

The following explorations are designed to encourage students to see their environments and each other with more discernment.

Collect Rubbings

A rubbing can be made of any surface. Even a smooth surface will cause a distinctive marking to appear on a sheet of smooth, soft paper when it is rubbed with a soft crayon or chalk. A very brief trial rubbing over a coin or surface within the classroom will give the students the expertise that is needed.

By limiting the *field* to first one type of place and then another--a rundown neighborhood, a park, the town square, the interior of a school--sets of rubbings can be gathered that are representative of the environments. Their attention should be focused on finding the representative textures and recording them through making the rubbings. They should be encouraged to make initial connections of ideas with the textures of a place.

Collect Objects

Objects found in a particular setting (a home, park or city neighborhood) can describe that location with the force of vivid reality. Thus, *collecting* activities can be useful in helping students recognize their environment anew and can provide opportunities for discussing the effect of environment on human experience and attitudes.

In this activity, students may begin by collecting at random objects found in a specified area. As they begin to associate the visual and tactile characteristics of the site, they should be encouraged to make conscious choices about what is collected, in other words, to establish themes for the collections. They later may arrange the items aesthetically, but for this purpose, the hodgepodge of paper, flattened cans, stones, a stalk of ragweed, a battered hubcap and other debris may very well represent *Our Park* and it may be the first time the students ever felt it or took a clear look at it.

This type of activity and many of those that follow may be done in many settings.

Make Contour Drawings

A contour drawing is made with any tool that will make a mark on a surface (chalk, felt tip, a finger in the steam on a window, a toe in the dust or a knife in clay). It requires that the person decide on a beginning point, touch the surface with the tool and, without looking down at the surface move the tool to correspond with the path the eye follows around an object or person.

The fact that, once the drawing is begun, the tool cannot be lifted nor changes made encourages the student to look with special care at the subject, to put themselves into the person's situation, to see with empathy, to feel *sympatico*, to *see* what they have previously taken for granted or perceived only generally. For example, a person who has before been recognized only as a Black, White, Puerto Rican, a girl or a boy must now be examined as an individual with particular group and particular individual traits.

An interesting aspect of contour drawing is the fact that no matter what level of drawing proficiency may exist, distortions will occur. Such distortions frequently provide opportunities for discussing differences among settings and individual people, and may lead into profitable examinations of the difference between stereotype, a bona fide group trait, and individual variations. Students may discover, for example, that not all girls have delicate features, not all Indians have high cheek bones.

Make Gesture Drawings

These are done very quickly with a series of broad strokes that suggest or express a movement, a gesture, a posture. Chunks of chalk, charcoal or crayon may be held so that the side comes in contact with the paper.

If several of these drawings are done on a single sheet of paper with some of the figures overlapping others, the essence of an argument, the excitement of a game, the feeling of relaxing can be represented.

Since there is no emphasis placed on anatomical exactness in either contour or gesture drawings, everyone can participate.

Make Sketches

Again the emphasis is on seeing what is there, looking for shapes that may be repeated over and over (as in a row of three-story party-wall houses), looking for areas of shadow, areas of missing housesidings and shingles, and very quickly, with broad and narrow strokes, capturing the observed pattern or lack of pattern.

Make Ink and Wash Drawings

The color in this instance is used to project or reflect the feeling of the place or the people. It is not used to give realistic appearances to things. It is swished on with wide brushes and is quite watery. The ink may be applied with brush or pen to bring out certain shapes or details or to accent certain patterns.

In all the graphic explorations it is important to emphasize that the drawings should mean something to the person doing them. At this point it is not necessary that other people *read* the same meaning.

Some students may want to share their drawings with others. Some may want to follow-up their drawing experience with painting or sculpting, weaving and stitching a wall hanging, constructing a collage or mobile. Those students should be encouraged to follow their inclinations.

MOVEMENT EXPLORATIONS

Through movement explorations the students are once again asked to focus their attention on their environment and the ways that the objects and people in that environment move. They will discern the subtle variations of that movement as it reflects the feelings of the people as they (the people) behave within a given situation. They will discern the effects of machinery sounds on people, people on people and people on things. Through these activities students will be encouraged to discover their own feelings and ideas – and those of their classmates – in new ways.

Communicating Without Words

Only gestures, general body position and movement may be used to communicate a feeling or idea. You may want to limit the gesture or movement to a specific part of the body; i.e., use only the hands to show joy, only the legs to show frustration, only facial expression to show anger. The game *Body Talk* - a **Psychology Today** game is one that may be used effectively for this experience. Another gamelike example is *Creating Characterization* - **Aesthetic Education Program**, CEMREL.

Mimicking Characteristics

Again only gestures, body attitude and movement are used. However, in this experience a complete series of actions may be worked up so that an idea is communicated rather than a single emotion. Could be tied in with photography experience of capturing the essence of the individual.

Inventing a Machine

Begin with one person who establishes a rhythmic movement. Although sound may be used, it is not essential. Others join one by one as adjuncts to or in opposition to the established rhythms and movements. You may want to divide a large group into smaller units so that the machines do not become unwieldy. However, if this unwieldiness is the point of the exploration (the way people can become lost in a machine) you may want to have the entire class incorporated into the machine. The important aspect of this activity is the need for one person to relate completely with another so that they *feel* the movement, the intent of the other. If this does not happen the machine will probably break down.

Spontaneous Movement (overcoming inhibitions)

Using sounds of varying characteristics (grating machinery, horns honking, rivet guns, clapping hands, instrumental or vocal sounds) ask students to reflect what they hear in their movements. This should be as spontaneous as possible.

Using various sizes of space (confining, box-like, long narrow hallways, open gym or unfurnished classroom, cluttered room, outdoors) ask students to reflect the way they feel in the space through their movements. *Show-Me-In* is a movement activity that may be used. After initial introduction to a space, a student shows another student into the space at the same time exhibiting his or her feelings about the space.

Using items having various textures (silky scarves, shaggy bark, shiny metal, sponges) ask students to reflect the way the object felt to the touch through their movements.

Using items of various shapes (balls, cylinders, squares, triangles, rectangles, cones) ask the students to reflect the shape of the item through their movements.

You may want to combine several of these (squares covered with sandpaper, cones covered with wire mesh) for a more complicated movement experience.

The purpose of such experiences is to lead students to recognition of effects of space, texture, light and sound on people and to recognition of movement as an expressive medium.

Mirror Image

The goal for this movement exploration is for the student to progress from simple anticipation, without verbal cues, of what the other person will do to that ensemble action which makes it impossible for the observer to determine at any time which participant is the *leader* and which the *follower*.

SOUND EXPLORATIONS

There are many sounds around us and within us that we never hear because we either block them out or because we don't listen with concentration. The following experiences are designed to overcome that hearing problem and to help students to become discerning perceivers of sound.

Sounds Around Us

Using a portable tape recorder, record the sounds in a series of locales. Note where and when each tape was made. The students may want to coordinate these tapes with the categorizing of pictures as mentioned in *Photographic Explorations* or with some of the *Movement Explorations*.

Listening

Concentrate on hearing and differentiating various sounds. Begin with those coming from within the person, then those close at hand, then those that are farther and farther away. You may want to add some planned sounds to provide variety, a contrasting rhythm or pitch to those sounds that are normal for the place where the students are. Again, you may want to coordinate this experience with some of the *Movement Explorations*.

Explosive Words

Students form pairs. One is the initiator, the other is the imitator. The initiator says(whispers, shouts, speaks appropriately) a word or syllable, a letter or number. The imitator repeats the word and intonation as quickly as possible - mimicking the tone of voice, inflection and emotional implications.

Say It With Numbers

Each student chooses three separate emotions and conveys each only by saying a number phrase, such as, *three hundred and thirty* in the appropriate tone. Nonsense syllables, other sets of numbers or musical phrases may also be used.

Sound and Motion

One person begins a vocal sound and a motion; he or she chooses another person who must imitate the sound and motion exactly. When the second person is ready, he or she (no. 2) proceeds to find another, etc.

Sound and Rhythm

Establish groups of five or six people. Play music or have students compose a rhythmical chant or melody. As students grip a window pole (to keep them all together) have them begin their *chant* and begin moving appropriately in consort. As the movement pattern becomes comfortable, have students remove one hand and place it on the shoulder of the next person. Finally, remove the pole entirely. Group continues moving in established pattern.

All of the above mentioned activities will lead to concentrated listening and later interpretive work.

DRAMA EXPLORATIONS

Probably one of the most potent media available to us as we work toward positive interpersonal interaction is creative drama. It brings people into direct relationships with people and the causes of human responses to places, things and situations. The following are a few examples of such direct relationships:

Emotions

Divide total group in half. Give one half a theme such as war, love, prejudice, temptation, greed, etc. They improvise a mime around the theme, watching each other carefully, making the improvisation a group effort. The other half watches, trying to decide on the emotion or idea being shown. (Note, improvisation group is not to tell a story.)

Spectators

Divide class into small groups. Each group chooses a place and the appropriate spectator actions which are then mimed by the group. Other groups decide where and what is going on.

Weave a Web

Give each student a loop of string. Divide class into groups of three or four. Using all parts of the body to manipulate the string, work as a single unit to create free form designs without tangling the strings. This experience could provide an additional movement exploration and, if coordinated with sound, could serve as a drama/movement/sound exploration.

Space Shaping

Form teams of two or more. One at a time each team shapes, then uses or handles an object from the space substance that surrounds them. Object is not to be predetermined. It comes from working together and watching each other carefully. This activity is nonverbal.

Slow Motion Tag

Entire class plays game of tag in slow motion. (Other games or behaviors may be used also.)

Slow Motion Fight

Two students begin a face-to-face encounter keeping all movements in slow motion, creating the reality of a fight by working together.

Mirror Tag

Students stand in circle. One person is *it* and stands in the circle. A second person is chosen secretly to lead the circle students in actions and rhythmic patterns. *It* must identify who is the leader.

Again, it will be noted that no production is involved. No scripts are necessary. No costumes and very few props are needed. The emphasis is on the person and what he or she does to perceive the intricacies of the human experience.

FILM EXPLORATIONS

Film is a contemporary medium that is destined to grow in stature among the arts. In exploring with film concern yourself with pointing the camera and shooting for a particular purpose. Use your imagination and try many variations using only a camera and film.

1. Explore one object with the camera and make it come alive by trying different camera positions, shooting through various materials such as cellophane, nylon stockings, etc., or moving the camera - changing visual image and impact.

2. Focus on a specific human motion such as walking, running, jumping, etc., or the actions of hands working (may be allied with movement for interpretive and communicative purposes).

3. Explore the actions of people in their environment as objectively as possible making sure that these are shot in order.

Using multiple copies of the same magazine, divide into small groups and arrange pictures from that magazine on separate pieces of paper, in a sequence that tells a story.

EXPERIENCES TO INDUCE

QUESTS FOR GREATER UNDERSTANDING

THROUGH OTHER ARTS SOURCES

Although invaluable insight is accumulated by thorough exploration of the objective environment and its inhabitants, a fully recognized and empathetically forceful concept will probably not be formed until explorations are allied with knowledge gained from a deliberate study of the past and present achievements and responses of various people of diverse cultural and ethnic groups.

Such knowledge may be accrued through a number of different activities, some of which are listed on the following pages.

IT IS WITHIN THIS REALM OF CONTRIBUTING KNOWLEDGE OF THE DIVERSE ACHIEVEMENTS OF PEOPLE OF ALL CULTURAL AND ETHNIC GROUPS THAT THE ARTS PROVIDE AN EFFECTIVE ADJUNCT TO AND AN INTEGRAL PART OF LIFE-RELEVANT EXPERIENCES

OBJECTIVES DERIVED FROM ARTS EXPERIENCES	INTERGROUP CONCEPTS
DEEPER UNDERSTANDING OF THE ETHNOCENTRICITY OF A GROUP	7. All groups tend to be ethnocentric.
OF THE COMMONALITIES OF THE HUMAN EXPERIENCE AND THE REALITY OF DIVERSITY	1. All human beings belong to one species. 2. Difference is a reality of the human experience. 4. All people have human needs, feelings and problems.
OF THE VALUE OF THE INDIVIDUAL AND THE GROUP TO THE WHOLE SOCIETY	3. Differences and similarities have importance and value. 5. The degree of self-value is related to one's self and group concepts and how the individuals and other groups value group identities. 9. The quality of human existence is dependent on the degree of intergroup cooperation. 10. Cultural pluralism must be recognized as a basic value of any effectively functioning society.
AND OF THE ACHIEVEMENTS INDIVIDUALS AND GROUPS HAVE ATTAINED.	8. No group or representatives of any group has a monopoly on achievement.

ARTS/INTERGROUP EXPERIENCES

Because the arts (music, writing, photography, art, drama, dance) of any given culture reflect, encapsulate and form ideas and feelings of the artists who lived in that culture, students may gain insights through attendance at music, dance and dramatic performaces and art exhibits.

in-school productions provided by accomplished artists,*

in-school productions provided by amateur artists (college students, community players, etc.),

in-school productions provided by student artists, and

in-theatre, concert hall or gallery productions.

*(e.g. two 3-day performance and workshop residencies provided under the terms of a federal grant by the National Touring Performance Service of the Smithsonian Institution.)

It is important to make a point of including artists of both sexes, various racial and ethnic backgrounds.

The quality and quantity of those insights, however, is in direct proportion to the preparedness of the student to view the production, analysis and evaluation activities which follow. (And, of course, the quality of the production itself.)

Some Preparation Activities:

Gathering information about the artist or artists whose work is being produced.

Researching the culture and times, alternative media explorations of the prominent ideas (e.g., listening to nonverbal portions of the sound track and exploring impressions gained from them).

Personal involvement (theatre games, etc.) with ideas of the production.

Observing another interpretation.

Examination of the conventions of the art form (i.e. accepted symbolism, gestures, vocabulary, structures, patterns, etc.).

Researching the history of and audience response to past productions.

Some Follow-Up Activities:

Spontaneous interpretations demonstrated through appropriate forms (i.e., any of those suggested on p. 32.

Discussion of themes, interpretation and feelings engendered by the performance and their relationships to historical and present social attitudes and to personal experiences. Discuss how attitudes are formed.

Reinterpreting ideas in light of personal feelings and understandings (e.g. mime or poem reflecting personal interpretation of music).

Recreating the ideas in other art forms or within a new set of conventions. (e.g. theme of *Merchant of Venice* in contemporary dance or as a musical.)

Creating a new work.

DELIBERATE STUDY

SIMULATION GAMES -low risk but realistic games which provide life-like, life-related, problem-solving experiences for students.

Designing a Simulation Game

Teachers and/or students state the problem, describe the situation, people involved, etc.

Analyze the problem and situation as to information needed in order that all aspects may be understood by the students and the greatest potential gain may be attained.

Historical information
Cultural and ethnic origins - music, art, dance, drama, writing
Environmental information
Processes, techniques, conventions, skills needed for the simulation
This search may take several weeks using a variety of activities.
Problems may include a wide range of intergroup topics, i.e.:

We Live Here - What can we do about this place?
The Trial - What are my rights as a citizen?
It's Election Time - Where, when and how do I vote?
It's My Education - My Career

Actual Simulation

Teacher is nonparticipatory
Controls the simulation as manager
Helps to establish time limits, behavioral and special boundaries, problem-solving formulas

Analysis - ramifications and pertinence to real circumstances

May mean rerunning the simulation with a *different cast* so that comparisons may be made by students
(One of the prime requisites of a simulation game is that it must be structured in such a way that it can be replicated.)

ARTS HISTORY and APPRECIATION -art, music, drama, dance, literature as planned courses emphasizing the artistic achievements of people of all cultures, past and present.

EXPERIENCES TO TRIGGER

INTERPRETATION AND COMMUNICATION

BY THE STUDENT

Just as it is impossible to fully understand a problem or to form a concept without many perceptual experiences, it is equally true that the empathetic, internalized concept is not guaranteed by the use of perceptual and study experiences only.

A first step in linking what is perceived with some kind of organized seeking is to *put on trial* some of the ideas and feelings that are being recognized. Such trials will help students to find the best works, movements, pictures or sounds for the communication or expression of their ideas and feelings to others. These trials are not yet ready for public consumption. It is the student trying it out with himself or herself as a judge and with the teacher or, if the student is willing, students as responders.

These trials will lead the student to clarity of interpretation and hopefully to a deeper feeling of empathy with the human experience. In addition to helping students to *put it all together*, the following experiences will provide them with alternative responses, help them to understand that we all don't interpret or express our ideas or feelings in the same way. Each person will see himself or herself as a unique individual who has valuable ideas and as a person who has something to contribute.

The experiences are designed to show a number of different media that are available for these unique expressions. It is a guidance problem to help each student to find the appropriate medium for his or her expression.

Note: Many of the suggestions have little or no technique or process information accompanying them, but the arts specialists and other competent people can provide the expertise that is necessary. There are also many books in public and school libraries, as well as film loops and 16mm films, that give highly detailed procedural help.

IT IS WITHIN THIS REALM OF INTERPRETING AND COMMUNICATING, OR HELPING EACH OTHER ORGANIZE AND EXPRESS IDEAS AND FEELINGS IN A POSITIVE ATMOSPHERE THAT THE ARTS PROVIDE AN EFFECTIVE ADJUNCT TO AND AN INTEGRAL PART OF LIFE-RELEVANT EXPERIENCES.

OBJECTIVES DERIVED FROM ARTS EXPERIENCES	INTERGROUP CONCEPTS
INTERPRETING AND COMMUNICATING IDEAS AND FEELINGS PERTAINING TO THE COMMONALITIES OF HUMAN LIFE	1. All human beings belong to one species. 3. Differences and similarities have importance and value. 4. All people have human needs, feelings and problems.
AND THE REALITY OF THE DIVERSITIES OF THE HUMAN EXPERIENCE	2. Difference is a reality of the human experience. 9. The quality of human existence is dependent on the degree of intergroup cooperation. 10. Cultural pluralism must be recognized as a basic value of any effectively functioning society.
THE DEVELOPMENT OF POSITIVE SELF- AND GROUP IMAGE	5. The degree of self-value is related to one's self and group concepts and how individuals and other groups value group identities. 7. All groups tend to be ethnocentric. 8. No group or representatives of any one group has a monopoly on achievement.
AND APPROPRIATE INTERPERSONAL INTERACTION	6. In an intergroup relationship there are alternative actions for each individual and there are different consequences for the behavior selected. 9. The quality of human existence is dependent on the degree of intergroup cooperation. 12. Citizenship is assuming responsibility, individually and collectively, for the consequences that result from individual and group actions or inactions.

ARTS/INTERGROUP EXPERIENCES

VISUAL AND AUDITORY INTERPRETATIONS AND COMMUNICATION

With the Still Camera

Students may choose from pictures already taken or deliberately focus their cameras on new subjects. Their purpose is to arrange a series of pictures that depict a specific situation or point up a problem. The pictures should reflect the artist's interpretation of a problem, a situation or a solution to a problem; i.e., *A Day in the Life of*_____. *(Anger All Around, City Circus, Women on the Move, America, the Diverse)*

Film Montage

Students may splice a montage of fleeting images that produce a specific impression; i.e., cutting segments from old films and footage already taken and resplicing them. The clips may not mean anything individually, but together and being shown in rapid succession they produce an image or message that reflects the artist's interpretation of a situation, a person or a group of people. Topics such as *Growing Up, a Boy, Growing Up, a Girl, The Human Comedy* or *The High Price of Discrimination* may be developed.

With a Motion Picture Camera

Using a single roll of film, students could script and shoot a simple story concerning their interpretation of their environment or relationships with other people. All editing should be done in the camera to keep the experience simple. This experience might be combined with sound, movement, or drama.

Film Animation - Students create a short animated film using oil-based modeling clay. The film is shot one frame at a time using a tripod or other device for steadying the camera.

Media - Transparencies - Students draw directly on acetate (from Thermofax machine supplies) with colored inks or *Sharpie* markers. These transparencies may be projected singly or in multiples in connection with sound, movement or drama.

Developing and Enlarging Photographs

Students make prints using various textural and chromatic qualities that are appropriate to the subject matter and artist's interpretation.

Videotape

These tapes on a single concept could be produced by students after they have organized their message. They should be simple and short. An added feature is the instant replay and evaluation capacity. This may be done with volunteer participants playing the situations *(Meeting the New Neighbor*--of a different race, observing an unfamiliar religious service, interviewing the first woman on the city council) for later discussion.

Montage

Students cut shapes and patterns from rubbings, newspapers and magazines and arrange them in such a way that a specific idea or feeling is expressed. There

are opportunities here for creating figures of people from pieces of pictures that suggest something about their background or cultural heritage. Historical personages of various races and ethnic backgrounds of both sexes.

Collage

Students arrange found items into an aesthetically composed expression of an idea, a feeling or an interpretation of a situation.

Drawing

Using any instrument that will make a mark (from pen to thumb prints), students express interpreted ideas, feelings and situations. They may incorporate techniques used in gesture and contour drawings.

Calligraphy

Students use words, numbers, letters symbolically to reflect their interpretations; they should keep in mind the size and style of the symbol in relation to paper size, its color and position on the paper.

Printmaking

Students express their interpretations by inking found items and using them as *stamps* on paper or cloth. They may prepare a relief print block with found items, which can be inked and printed. There are numerous other printmaking techniques which have great appeal for students of all ages. The art teacher should be able to help in this area.

Super Graphics

This medium for expression is very similar to calligraphy. The only exception is that whole walls, ceilings, hallways, stairwells are used. Everything is super sized.

Painting and Sculpting and Cut Paper

Students may choose the medium and materials most appropriate to the expression of their interpretations.

Fabric Design

Students may apply an interpretive design to plain fabric or weave the idea into loosely woven fabrics. Embroidery, applique, cut away may be used singly or in combination. They may want to weave found items right into a wall hanging. The art and the home economics teachers should be able to provide any technical information that is needed.

Composing

The students choose from taped environmental, instrumental and vocal sounds. They use them as they are, modify them by changing the speed, tone and/or loudness and arrange them into an expression or an interpretation of a feeling, an idea or a situation.

or

They may compose a melody and lyric to which they strum an accompaniment on the autoharp or guitar. Other classroom instruments, resonator bells, rhythm instruments and recorders (a wind instrument) may be used in much the same way.

Choreographing

Students choose, modify and arrange movement patterns to correspond with selected ideas and feelings. They may also modify space and sound to heighten their interpretation.

Interpreting Mood, Thought and Emotion

Students prepare overhead transparencies, slides and filmstrips, choose sounds, textures and light for a multimedia - multiimage program.

Poetry and Story

Some students may choose to express their interpretations through the selection of appropriate words taking form of poetry or story.

Scripts

Other students may hear in their *mind's ear* dialogue forming plots involving any number of performers. They may want to incorporate dance and music. They may want to organize a mime.

Reverse Role-play

Students select basic situation. Assign roles in opposition to normal expectations (i.e. white Anglo-Saxon plays role of Spanish-speaking immigrant and Spanish-origin student plays role of immigration authority; a female plays the role of a male in a business situation and the male student plays the role of a female in the same situation). Plot line should lead to alternative solutions (one satisfactory to the group, the other unsatisfactory) each played until group devises a resolution to which all can subscribe.

Puppets-on-a-string

Students select a basic plot situation. Divide class into groups, which in turn, establish pairs (one person as puppet, the other as puppeteer). The puppets obey the puppeteers as they pull the controlling imaginary strings.

Interaction Improvisation

Students work in pairs. "A" is sitting or standing in the playing area. "A" does not know who he or she is supposed to be. "B," whose role is predetermined, enters and through actions and dialogue establishes the relationship. "A" reacts as he or she interprets the situation established by "B."

Group Interaction Improvisation

One student begins a simple activity. Other students join the scene one at a time in a related action and as definite characters.

Freeze Statues

These may be done individually or in groups. Players move interpretively until director signals them to stop. They freeze in position. Each person or group must justify its design in terms of space being used and the idea being interpreted.

Action - Reaction Freeze

Students work in pairs. On cue, "A" quickly takes any position in space and freezes. "B" immediately assumes a position that relates to the first. Reverse roles. Discuss the implications.

A CLUSTER OF EXPERIENCES

A SAMPLE

51

A CLUSTER OF EXPERIENCES

On the next two pages you will find an example of the way in which you may use the suggestions on the previous pages.

You will note that:

1. Several Intergroup Concepts are written on the lines in the upper right hand corner and,

2. The three major headings:

   Activating Perception,
   Understanding Through Other Arts Sources and,
   Interpreting and Communicating

are replicated in clockwise fashion around an elipse containing a brief descriptor from the general curriculum content area. This was done deliberately. By activating the students so that they begin to discern sometimes very subtle differences or similarities greater understanding can be gained through other sources. In order to interpret and communicate, students synthesize what they have gained through all sources and experiences.

Each radiating segment contains an experience that will help students to form concepts of both intergroup and, in this example, mathematics (time measurement in particular). Each experience is either a verbatim or adapted activity already listed under the same headings on earliers pages.

A blank worksheet is provided for your own experimentation. You may want to duplicate the worksheet for additional clusters.

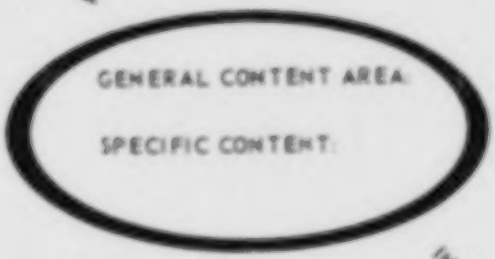
BEST COPY AVAILABLE

INTERGROUP CONCEPTS

1. All human beings belong to one species.
2. Difference is a reality of human experience.
3. Differences and similarities have importance and value.

ACTIVATING PERCEPTIONS
Photographing a particular spot at different times during the day—center of building, garbage can, etc.—noting length of shadow.
Make rubbings of clocks representing various time periods (tombstones in cemetery, faces (particularly my dentures on turban).
Expanding or contracting time (classify corresponding to relative size).
Reorganizing class or personal time—(operation, prior through, happening on same place to something and later but).
Challenging or keeping a record of observations of activity in a particular location or neighborhood.
Observe and record motion of a specific or daily rhythm—(sun, activity in a particular location or different times during the day).
GENERAL CONTENT AREA:
Mathematics
SPECIFIC CONTENT:
Time Measurement
UNDERSTANDING THROUGH OTHER SOURCES
Research time concepts of other cultures—(Aztec, Egyptian, Babylonian).
Examine the conventions of time through the dance, painting, other artifacts of various civilizations.
Observe and interact with dancer, composer or other artist in relevance to concern for time.
INTERPRETING AND COMMUNICATING
Create a time measurement system that reflects a particular culture or a personal time as we have now should be examined.
Put together a sound collage of songs of differing cultural or ethnic groups. Compare rape with children or beginnings on average. Point up feeling of and for time.
Create a simple multi-cooperative on best, shorter and longer. Record.
Create a super graphic calendar for school (birthdays, etc.) by the most fantastic time machine ever invented. Bring in and share and discuss with parents.

INTERGROUP CONCEPT (S)



ACTIVATING PERCEPTIONS

UNDERSTANDING THROUGH OTHER SOURCES

INTERPRETING AND COMMUNICATING

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REFERENCES FOR TEACHERS

The books listed below are suggested as a nucleus for a reference library for teachers interested in establishing Arts/Intergroup programs.

Buchanan, Fannie R. **How Man Made Music**. Chicago, Ill. Follett Publishing Co., 1951.

Bush, Judy. **Women's Songbook**. Women's History Library, 2325 Oak Street, Berkeley, Calif. 94708.

Feminist Art Journal. 41 Montgomery Place, Brooklyn, NY 11215.

Kranz, Steward & Joseph Deley. **Fourth "R", The - Art for the Urban School**. Van Nostrand Reinhold Co., NY, 1970.

Linderman, Earl W. **Invitations to Vision - Ideas and Imagination for Art**. Dubuque, Iowa: Wm. C. Brown Co., 1967.

McKinney, Howard. **Music and Man**. New York: American Book Co., 1948.

Mettler, Barbara. **Materials of Dance as a Creative Art Activity**. Tucson, Arizona: Mettler Studios, 1960.

Spolin, Viola. **Improvisation for the Theatre: A Handbook of Teaching and Directing Techniques**. Evanson, Illinois: Northwestern University Press, 1963.

Tooze, Ruth and Beatrice Krone. **Literature and Music as Resources for Social Studies**. Englewood Cliffs, N.J.: Prentice Hall, Inc. 1955.

Van Tassel and Greimann. **Creative Dramatization**. New York: Macmillan Publishing Co., Inc., 1973.

Way, Brian. **Development Through Drama**. London: Longmans, Green and Co., Ltd., 1967.

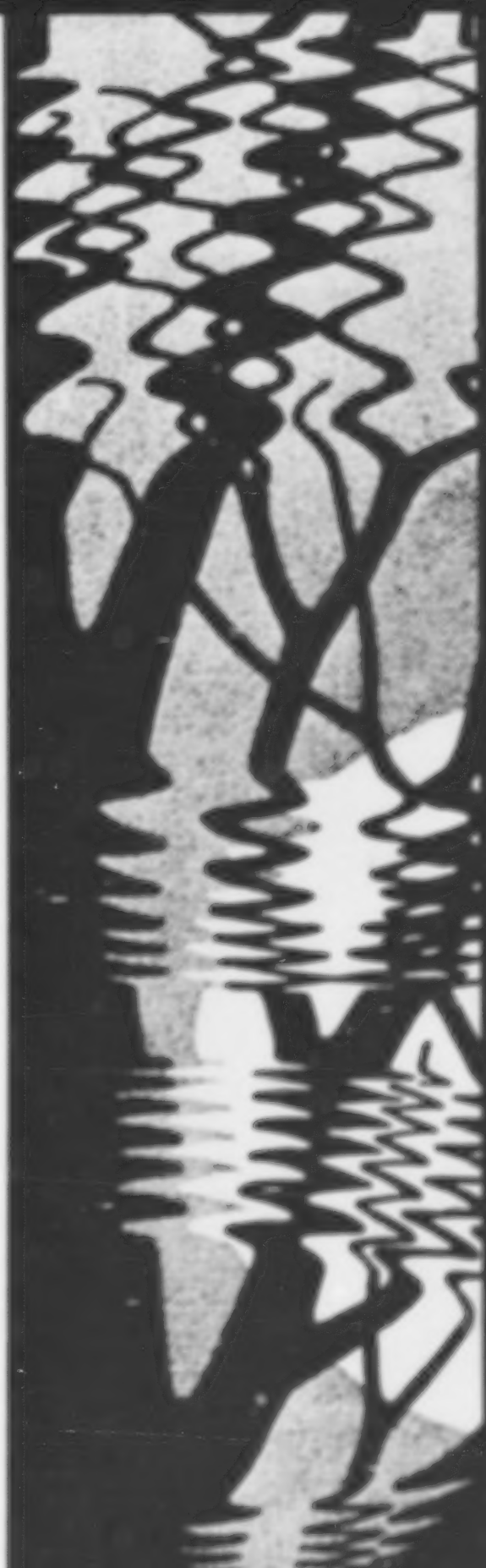
Wiles, John and Alan Garrard. **Leap to Life**. London: Chatto and Windus, 1970.

Weismann, Donald L. **Visual Arts as Human Experience**, The. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1965.

Derryck, Vivian, et al., **Yoruba Blue: Symbols on Cloth**. Social Studies Program of Education Development Center, Inc. 15 Mifflin Place, Cambridge, Mass. 02138.

Derryck, Vivian, et al., **Yoruba Brown: Gods and Symbols**. Social Studies Program of Education Development Center, Inc. 15 Mifflin Place, Cambridge, Mass. 02138.

Early Childhood Education



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Concept 1 **ALL human beings belong to one species.**

Objective Students will develop the understanding that all people are members of the human race and learn that racism and sexism are cultural phenomenons.

Activities

1. Explore with the class what it means to be a human being.

   a. Discuss the characteristics that all humans possess.

   b. Discuss terms: family, race, relatives, etc.

2. Help children realize that although there are racial differences, human beings are people who live and work together.

   a. Explore and discuss with the children the differences which occur within the human race as a result of biological characteristics–eyes, hair, skin, etc.

   b. Ask each child to draw a picture of his/her family and discuss the differences.

3. With the class explore similarities of boys and girls.

   a. Show that girls and boys can perform the same physical activities. Physical tasks are more interchangeable at the early childhood level.

   b. Use books showing children participating interchangeably:

      Merriam, Eve. **Boys and Girls, Girls and Boys**. Holt, Rinehart & Winston, 1972.

      Kraus, Ruth. **A Hole is to Dig**. Harper & Brothers, 1952.

      Shultz, Charles M. **Charlie Brown's All Stars**. The World Publishing Co., 1966.

4. Show the class how adults perform many different jobs interchangeably.

   a. Invite to the classroom a female and male state trooper, a female and male nurse, a female and male athlete, etc.

   b. Use books to illustrate how parents perform their jobs interchangeably.

      Zolotow, Charlotte. **William's Doll**. Harper, 1972.

      Merriam, Eve. **Mommies at Work**. Knopf, 1961.

5. Discuss with the class the biological (not cultural) difference between boys and girls.
   (Do not allow the children to make cultural references here. For example: girls are sleep-response–a human condition; boys are interested in cars–again a cultural bias).
   Aside from the physiological differences, no known difference or trait exist

a. Use books to illustrate–expand to different animal species.

Andry, Andrew. **How Babies are Made?** Time-Life, 1968.

b. Use flash cards showing male and female birds, fish, mammals, etc. emphasize the differences in color, size, general appearance. For example: *falcons* (the female is much larger than the male); *cardinals* (the male is bright red, the female is brownish with orange beak); *humans* -ask the children to discuss the physical differences of humans. And discuss *trees* -(the female holly tree bears red berries, the male holly tree does not. The male and female holly tree must be planted close together).

c. Explain to the class that males and females do have external differences. *BUT*, it is important not to confuse all such things as having male gender. For example: Play a word game where you purposely use the wrong pronoun; have the children correct you. Where the gender is not known have the children use the pronoun *it*.

(1) Sarah Smith is funny. He laughs and laughs. (Children supply SHE.)
(2) Bill Jones is tall. Her head bumps the door. (Children supply HIS.)
(3) This cat is sleepy. He is purring. (Children supply IT.)

Concept II **Difference is a reality of the human experience.**

Objective: Students will be able to recognize and relate to the behaviors exhibited by both sexes and by racial, ethnic, religious and socioeconomic groups and their members.

Activities: 1. To help children recognize differences as well as basic similarities among people.

a. Let the entire class sit in a circle, or select a group of children from the class. Ask the pupils to look at each other and decide how the group is alike.

(1) Obvious likenesses. Each has two eyes, two hands, 10 fingers, hair, teeth, etc. Each is wearing clothes. Each can smile.

(2) Less obvious likenesses. Each comes to school. Some in the group are girls, some are boys.

(3) Obvious differences. Some have curly hair, some have straight hair. Some have long hair, some short hair. Some are small, some tall. Some have light skins, some have dark skins.

b. Classify and sort pictures of people which have been cut from magazines and pasted on cardboard. Some categories which could be used are color (hair and skin), age, sex and ethnic group.

2. Play a grouping game.

a. Clear the middle of the room for movement back and forth between two corners. Specify that the first group called should always go to one designated corner and the second group should always go to the opposite corner. Those who don't fit either category should stand together in a designated place. Call out a pair from the groups, such as:

(1) Boys and girls.
(2) Dark skins and light skins.
(3) Brown hair and blonde hair.
(4) Members of big families (five or more) and small families (four or less).
(5) Cub Scouts and Brownies.
(6) Sneakers and shoes.

b. When the children have arranged themselves, tell them to look around and see with whom they are standing.

c. Follow up by discussing what the game was about and ask, *What did it teach or show us?* The point to emphasize is that all people belong to some groups and there are different kinds of groups.

d. Discuss what a group is and ask the children to define the word *group*. Provide them with helpful questions such as *Is it one person, two or more than two persons? Why do we call certain people a group?*

e. Develop concepts:
(1) Some groups of people have common problems or interests.
(2) Some groups have common purposes or goals. Example: Physical education teams have goals. What do other groups have for goals?

f. Make a list on the chalk board with the children's suggestions of groups to which they belong. Examples of children's suggestions are: People or human beings; children; boys; girls; families; age; religious groups (specify those represented in the class); race (specify); school groups (reading groups, play groups, clean-up groups).

g. Determine groups one is born into and groups one joins.

h. Discuss race as a type of group. To explore the reason for different races having different skin color use the book:

Showers, Paul. **Your Skin or Mine**. Crowell, New York. 1965.

To understand that the amount of melanin in the skin determines the color. Use film:

What Color Are You? Encyclopoedia Brittanica.

i. Have mirrors available for children to use and then draw themselves in color.

j. Use filmstrip and record:

Guess Who's in a group? from Guidance Associates.

k. Read stories of children from other racial, ethnic, religious or socioeconomic groups. Examples:

Bacmeister, Rhoda. **People Downstairs and Other City Stories**. Coward, 1964.

Bond, Jean Carey. **Brown is a Beautiful Color**. Watts, 1969.

Hill, Elizabeth Starr. **Evan's Corner**. Holt, Rinehart and Winston, 1967.

Lerner, Marguerite Rush. **Red Man, White Man, African Chief.** Bobbs-Merrill Co., 1965.

De Angeli, Marguerite. **Henner's Lydia.** Doubleday and Company, 1936.

Jones, J. O. **This is the Way.** Viking, 1961.

Wilson, B. D. **We Are All Americans.** Friendly House, 1959.

Use filmstrip–*Robert and His Family.* Society for Visual Education.

Concept III **Differences and similarities have importance and value.**

Objective: Students will be encouraged to respect and accept that each person and group has valuable contributions to make to the total society, because each brings to that society unique attitudes, ideas and experiences.

Activities:

1. Have each pupil make a picture of his/her family at home. Arrange a display of these pictures to emphasize diversity in family group structures. After the pupils have had a chance to inspect the pictures, discuss them. Ask questions such as:
   Does each family have the same number of people?
   What did you notice that was the same in each family?
   Conclusions may be that some families differ in size; some have only one parent; some children may live with foster parents; some responsibilities may differ from family to family.

2. Collect magazine pictures of men, women and children of various ages. Use multiethnic pictures. Paste pictures on cardboard backing and put them in random order. Ask pupils to select family groupings, such as:
   (1) A family made up of a mother, father, baby and grandmother.
   (2) A family made up of a father and daughter.
   (3) A family made up of a mother and three children.

3. Have pupils make a picture showing one or more members of their family in a situation that expresses the theme, *Families Share Love.*

4. Discuss what problems children would have if they had to grow up without parents or other responsible adults. Develop the understanding that a family provides the basic needs for food, shelter, clothing and health care.

5. Use magazine pictures or other available photographs or prints showing five families, differing in race, size and composition. The similarities among the families should appear greater than the differences among them. Ask such questions as:
   (1) Are these all families? Why or why not?
   (2) Why are families more alike than different?
   (Provide for basic needs, though sometimes in different ways.)
   (3) How are family members (inside a family group) more alike than different? (Share love, common values, goals, others.)
   (4) How are these families like your family?

6. Study family life of other cultural groups within the community or the United States.

7. Fingerprint the children and let them use a magnifying glass to see if any two prints are alike. Discuss how no one has fingerprints like theirs, just as no one has the same experiences.

8. Discuss what the world would be like if everyone thought the same way and felt the same way.

9. Study the customs and contributions (both past and present) of a minority culture that lives within the United States. Examples of groups to study:

   American Indians, African American, Chinese American and Mexican American.

   Show the filmstrip:
   Children of the Inner City," Society of Visual Education. *Puerto Rican Boy*, Education, Chicago, Ill. 60120.
   Mexican American, American Indian, Japanese American and Black Americans, Education, Chicago, Ill. 06120.

Concept IV **All people have human needs, feelings and problems.**

Objective: Students will develop an understanding of human needs, feelings and problems.

Activities: 1. In the classroom show photographs or sketches of individuals depicting various emotions. Use pictures that illustrate a variety of ages, nationalities, races, sex and color. Have the children discuss how they think the individual in each picture feels and give their reasons why.
   Study-prints available, are:
   Moods and Emotions, The Child's World, Box 681, Elgin, Ill. 60120. (Each set gives teaching procedures and related activities.)
   Understanding Feelings, Instructor Co., Dansville, N.Y.

2. Ask the children to draw a picture of what an emotion is to them. Display each child's picture. Then read books on specific emotions. Examples:
   Happiness is a Warm Puppy, Schulz, C. M. (illustrates joy)
   Oh, Lord I wish I were a Buzzard, (illustrates sadness)

3. Have the children use facial expressions to show different emotions and have other children guess the emotion. Explain to the class that our expressions reflect what we feel inside. Read the book:
   Your Face is a Picture. Clifford, David and Edith. Seale, Indianapolis, Ind. 1963

4. Have children compile sets of pictures that illustrate different emotions.

5. Develop the understanding that all people have primary and secondary needs that may be satisfied in different ways. For example, a primary need is food, shelter and sleep, a secondary need is security and happiness.

6. Develop activities in conjunction with family and community life units to help the children understand that all people encounter problems in life.

   a. Use pictures portraying children and adults in problem situations. Select pictures that will stimulate discussion and a number of possible reactions.

Concept V **The degree of self-value is related to one's self- and group concepts and how individuals and other groups value group identities.**

Objectives:

A. Students will develop a positive self-concept based on an understanding and valuing of their own group identities and should actively enhance the self-concept of others.

B. Students will appreciate themselves as unique individuals, worthy of respect by others as well as by themselves.

Activities:

1. Have each child make a picture book entitled **All About Me**. Suggest that the children draw pictures showing their home, their best friend, their favorite food, their favorite story what they like to do best and a picture of themselves.

2. Take photographs of the children, preferably each child individually, doing a classroom activity. Display the photos on a bulletin board with the children's drawings or other creations.

3. Let the children have a turn at making their own bulletin board display. Ask each child to bring pictures from home to show interests, likes, family information, or any other material that will help classmates be more aware of the child as a unique individual.

4. Play *I'm Glad I'm Me* by asking the children to volunteer something good about themselves, taking turns, perhaps at snack time. If a child does not readily respond, ask the class *Who can tell us something good about* (child's name). If no response is forthcoming, be prepared to supply an idea.

5. Read books which enhance a child's self-image and help children understand others. Examples are:

   Klein, Norma. **Girls Can Be Anything**. Dutton, 1973.

   Scott, Ann Herbert. **Sam**. McGraw-Hill, Inc. 1967 (Black).

   Shearer, John. **I Wish I Had An Afro**.

   Brenner, Barbara. **Barto Takes The Subway**. Knopf, 1961. (Puerto-Rican)

   De Angeli, Marguerite. **Yonie Wondernose**. Doubleday and Co., 1944. (Pennsylvania-Dutch)

6. Make a class newspaper listing children's contributions.

7. Make a bulletin board *Child of the Week, Artist of the Week, Author of the Week*, etc.

Concept VI **In an intergroup relationship there are alternative actions for each individual and different consequences for the behavior selected.**

Objective: Students will become more aware of alternative responses and their consequences in various intergroup situations.

Activities:

1. Prepare some hypothetical, problematic case studies (consult Fannie Shaftel's **Role-Playing for Social Values**). Describe the problem situation and give three or four examples of alternative responses. Have children select which response they would give and tell how and what the effects of this action could be. Be alert for attitudes and discuss them.

Concept VII **All groups tend to be ethnocentric.**

Objective: Students should develop the understanding that a person's group causes them to form beliefs which may influence their judgment of others.

Activities:

1. Role-play a situation where someone new joins their group. For example, a new child in the classroom. Have the children act out possible situations, solutions or outcomes.

2. Read the story-poem *Go Away* by June M. b. Esselstyn, Tufts University, Intergroup Relations Curriculum, Volumn II. Discuss, at intervals, why the group would tell Sarah to go away, how they feel about Sarah, why Sarah may have called a boy in the group an unkind name. Discuss how they feel about Sarah after finding out why the group told her to go away.

   Ask the children if they can think of a situation when they thought one thing until they heard all the facts, and then thought something else.

3. Have each child or a group of children write or tell a story in which a snap judgment is made before all the facts are in. After the facts are collected, the judgment changes.

   Discuss what we call this when we prejudge (define this term–judge before all the facts are known). Explain that this is the origin of the word prejudice.

Concept VIII **The student should recognize that achievements have come from individuals of both sexes and all racial, ethnic socioeconomic, national and religious backgrounds.**

Objective: Students will learn about people from all backgrounds who deserve recognition for their achievements.

Activities:

1. On patriotic holidays read stories and show filmstrips about the lives of those patriots. One resource book is **Patriots' Days** by John Parlin, Garrard Publishing Co., 1964.

2. Read books especially selected for their emphasis on minority group contributions, such as **The Picture Life of Martin Luther King Jr.** by Margaret B. Young, or **The Promised Land**, Harriet Tubman.

3. When studying communication, transportation, etc. emphasize inventors.

4. Read **ABC Black History**, Lehigh Inc., 2282 Avenue A, Lehigh Industrial Park, Bethlehem, Pa. 18017.

Concept IX **The quality of human existence is dependent on the degree of intergroup cooperation.**

Objective: Students will develop an understanding that present societal hostility is a condition of centuries of cultrual conditioning resulting in intergroup conflict and improved human relations depending upon increased intergroup understanding and cooperation.

Activities:

1. To help a child understand that the present life of all people is linked to the past and leads to the future.

   a. Suppose something in your life had not happened--how different things would be. Examples for discussion:
      (1) If the automobile had never been invented.
      (2) If television had never been invented.
      (3) If your baby brother or sister had not been born.
      (4) If Black Africans had not been brought to the United States.

2. Discuss groups with the class. Do differences exist within these groups, wher. these groups sit or play, or possibly where members of the group live.

3. How do children begin the process of becoming a friend? Read **The Magic Friend Maker**. Whitman Publishing Co.

Concept X **Cultural pluralism must be recognized as a basic value of any effectively functioning society.**

Objective: Students will learn that different cultural behaviors and traditions enrich the total society.

Activities:

1. At holiday seasons discuss the tradition and customs related to the holiday in our land and in others. Read stories about how the holidays are celebrated and how customs originated.

   Some resource books for teachers are:

   Milan, Nina. **Children's Festivals From Many Lands**. Friendship Press, 1964.

   Ickis, Marjerite. **The Book of Festival Holidays**. Dodd, Mead and Co., 1964.

   A few books to read to children about how certain holidays are celebrated are:

   Handforth, Thomas. **Mei Li**. Doubleday and Co., 1938 (New Year's in China).

Milhous, Katherine. **The Egg Tree**. Charles Scribner's Spus, 1950 (Pennsylvania Dutch Easter).

Politi, Leo. **Pedro, The Angel of Olvera Street.** Charles Scribner's Sonns, 1946 (Mexican Christmas),

2. Go to a grocery store that carries a variety of ethnic foods. Purchase foods from other countries and specialty foods of ethnic groups in the community. If a trip to the store is not possible, have someone from those groups tell about or show how the foods are prepared. Exhibit or make a picture collection of these different foods.

3. Read stories about children from other lands.

4. Discuss phrases and words that come from various national origins that we use regularly.

5. Read folktales.

6. Show a series of filmstrips. Example:
Children Far and Near, Eyegate, Jamaica, N.Y.

7. Take the class to a Black Art or Folk Art Festival.

Concept XI **The Declaration of Independence and the Constitution promise freedom and equality for all individuals and groups.**

Objective: Students will know that all citizens of the United States are legally guaranteed the same rights and opportunities.

Activities:

1. To make children aware of the laws concerning freedom in America read stories about freedom. One resource that explains democracy, the Constitution, The Bill of Rights and the variety of people who live in the United States is:
A Land Full of Freedom, Sunny Eskie, Friendly House 1962.

2. Define and discuss the meaning of the words and phrases used in the Pledge of Allegiance.

Example: I pledge (promise) allegiance (to be true) to the flag of the United States of America and to the republic (government of the people) for which it stands; one nation (country) under God, indivisible (which cannot be separated), with liberty (freedom) and justice (fairness) for All.

a. Use the film *What Liberty and Justice Means* from Churchill Films.

b. Play the recording, *This Land is Your Land, This Land is My Land.* Sing along.

Concept XII **Citizenship is the assumption of individual and collective responsibility for the consequences that result from individual and group actions and inactions.**

Objective: Students will learn that each person must deal with the consequences of individual and group actions.

Activities:

1. To help the children learn to assume responsibility for their actions use filmstrips and recordings.

   Example: *Who Do You Think You Are?* from **First Things**, Guidance Associates.

2. Sketches in verse illustrate what can happen if everyone does the thoughtless things that most of us do sometimes–like tracking mud into the house or eating all the jam.

   a. Read **If Everybody Did**. McKay, New York, 1960.

Health and Physical Education

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Concept 1 **All human beings belong to one species.**

Objective: Students will identify those characteristics which enable species to reproduce their own kind and the factors that affect their biological character.

Activities:

Lower Grades

1. Use transparencies or filmstrips to show that all living things come from living things.

2. Post pictures of pupils, parents, and grandparents on a bulletin board. Have class try to match grandparents, parents, and pupils.

3. Briefly indicate that characteristics are carried by genes in the chromosomes. Pass around packets of flowers or vegetable seeds. Note that the seeds will produce the kind of plant from which they were obtained.

4. List individually your physical characteristics that are similar to those of your parents and grandparents.

5. List physical characteristics common to all members of the human species, regardless of race, sex, place of birth, ethnic identity, or age. In terms of this list, have students discuss what it means to be a human.

6. Discuss what traits other than physical ones we associate with being a human (these should be traits common to all people, e.g., feelings).

Middle Grades

1. Have students bring in pictures of themselves when they were younger and a recent picture. Have the class match them and discuss similarities and differences.

2. Discuss information about some of the physical characteristics which are inherited.

3. Use visual aids to show the wide range of characteristics displayed in families and in individuals in present day societies. Discuss the wide variation within our own society and how that occurred through the influx of people from throughout the world.

4. Show an appropriate film which will explain the genetic contributions and traits that each parent gives to her/his offspring.

5. Discuss body functions that promote growth, development, and physical well being (e.g., nutrition, rest, and activity) as other factors in influencing physical well being.

6. Discuss what it means to be a healthy person. Include both physical and emotional characteristics and explain that those traits apply regardless of race, sex, ethnic group or age. Discuss the concept of parenthood.

Upper Grades

1. Discuss how inheritance is the result of selections and combinations passed down from generations of mating between persons of varying characteristics within the human species. Discuss how different combinations produce different individuals.

2. Review basic concepts of DNA–chromosomes, genes (recessive and dominant–sex-linked inheritance).

3. Discuss activities and habits which hinder body functioning and affect biological character (mutations).

4. Discuss race as a term describing historical patterns of evolution and sex as a term describing reproductive capabilities. Discuss cultural values attached to both terms and the extent to which these can hinder the growth and development of individuals as people.

Resources:

1. Visual Production Division - 3M Company, *Parent-Child Resemblance, Heredity and Environment*. #15-4715-7.

2. Visual Production Division - 3M Company, *How Structure Affects Growth and Development*. #15-4811-4.

3. Visual Production Division - 3M Company, *Living Things from Living Things*. #15-4664-7.

Concept II **Difference is a reality of human experience.**

Objectives: A. Students will analyze those components (environment, culture, ethnic and social) that affect the growth and development of the human.

B. Students will be able to recognize and better relate to various kinds of behavior.

Activities:

Lower Grades

1. Have pupils tell what responsibilities the various members of their household assume. Discuss how these tasks could be redistributed, and how there are a variety of ways in which a household can be operated.

2. Have pupils describe their grandparents (where they live, how often the students see them, what they do, etc.). Discuss similarities and differences.

3. Have pupils sit in a circle and tell what is different about them as individuals from others in the group and what they think made them different.

4. Have pupils from different groups teach a game that they all play.

Middle Grades

1. With the class, develop a list of what they consider to be the factors of their environment which most affect them. Have the students group these into the large categories of influences that all people share, for example:

   a. Home and family
   b. Community
   c. Peers
   d. Society

Discuss how these influences affect people as groups and as individuals. Why is it that two people growing up in the same community can have very different experiences?

2. Conduct class discussions on the differences of home obligations of urban and rural youths. Draw upon the experiences of the class members.

3. Have students from different groups teach a game or dance they learned at home.

Upper Grades

1. Invite a sociologist to discuss the different cultures and ethnic characteristics. Include roles of each family member and compare age of adulthood in each culture, for boys and for girls. Discuss maturation as both a physical and a cultural phenomenon and examine the cultural values or judgments implicit in assumptions about the age of adulthood. Some discussion topics include:

   a. The lowering of the voting age
   b. Different ages for males and females to marry without parental consent

2. Research and discuss the social and educational factors that may influence human growth and development (including mortality rates and longevity). Can education be correlated with life expectancy? Can race? Can sex? Why? Are these biological differences, or differences in life style, and what lessons do they suggest for people in general?

3. Have students regardless of sex take charge of a class and teach an activity that is culturally, racially, environmentally or politically associated with them.

Resources

1. *Family Living Including Sex Education*. Bureau of Curriculum Development, Board of Education, City of New York.

2. *A Story About Your*. *AAHPER*. 1201 16th St. N.W., Washington, D.C. 20036, revised 1971. #144-06854

Concept III Differences and similarities have importance and value.

Objectives: A. Students will compare the origin, differences and similarities in physical activities of ethnic groups and their value to our society.

B. Students will compare the differences and similarities in physical activities of males and females and will consider the origin and effects of these differences and similarities.

C. Students will identify and interpret that which contributes to the uniqueness in human beings and the effect on others in society (peer groups, family, community and etc.).

Activities:

Lower Grades

1. List similarities and differences between boys and girls in appearance, interest, and activity and discuss whether these are physical or cultural differences.

2. Pupils will discuss the customs and background of the people where the dance originated in a particular country.

	Dances	Country of Origin
a.	A Hunting We Will Go	England
b.	Dear Kom da Wa	Republic of South Africa
c.	Joy for All	China
d.	Kagome	Japan
e.	Doe Kanweil	Switzerland
f.	Dye Dye Cole	Ghana
g.	Dog Dance	China

Middle Grades

1. Same as lower grades #1 in more depth.

2. Students will discuss customs and background of the people where the dance originated in a particular country.

	Dance	Country of Origin
a.	Pattycake Polka	United States
b.	Shoemakers Dance	Denmark
c.	Ballocito	Argentina
d.	Tauraiko	Greece
e.	Clap Up	Holland
f.	Polka	Eastern Europe
g.	Modern Dance(Hom.)	United States

3. Students will participate in the following activities.

a.	stunts and tumbling	Denmark & Sweden
b.	relays	Greece
c.	soccer	England
d.	football (touch)	America
e.	croquet	England

Upper Grades

1. Discuss the interaction of the group on the individual and the individual on the group.

2. Discuss differences in athletic interest and ability between boys and girls. Consider the sex stereotypes attached to sports participation, that is, that boys who do not participate are sissies, that girls who do are tomboys. What are the effects of such labels? Whom do they come from? Do they make sense in terms of what the class knows about the need for physical activity? How will they affect the later lives of the students?

3. Students will discuss the background and learn the following dances.

	Dance	Country of Origin
a.	Modern Dance	United States
b.	Waltz	Austria
c.	Tango	Spain
d.	Rhumba	South America
e.	Variety of folk dances from around the world	

4. Students will participate in the following activities and learn how they originated.

a. badminton	India
b. bocce	Italy
c. basketball	United States
d. archery	England
e. track and field	Greece

5. All students will be given the opportunity to participate in competitive (both intramural and interscholastic) and noncompetitive sports.

Resources

1. *Dance in the Elementary School.* New York, Harper and Row, 1963.
2. *Rhythmic Activities.* AAHPER, 1201 16th St. N.W., Washington, D.C. 20036.
3. *Physical Education for High School Students.* AAPHER, 1201 16th St., N.W., Washington, D.C. 20036. #285-75156.

Concept IV: All people have human needs, feelings, and problems.

Objectives:

A. Students will learn to identify and recognize those aspects of emotional behavior that should assure positive and productive attitudes in the ever-changing surroundings.

B. Students will understand, respect, and show concern for the feelings of others.

C. Students will understand that all people have certain needs and express their needs in different ways.

D. Students will gain a broad understanding of the forces that lead to stereotyping.

Activities:

Lower Grades

1. Construct a list of characteristics which help one to be admired and get along with others.
2. Have pupils develop an exhibit representing different ethnic groups.
3. Compile a group of pictures expressing different emotions. Discuss the emotion expressed and why the pupils selected that particular emotion.

Middle Grades

1. Organize and have students participate in a folk festival to help them gain understanding of people who come from different cultures.
2. Role play how it feels to be different from others in terms of religious belief, race, culture, environment and sex.
3. Show the students a group of pictures expressing emotions and have them write a story about the pictures. Discuss their stories in terms of the feelings that all people share regardless of race, sex, or ethnic background.

4. Have students elect team captains and have the captains select teams. After this is completed ask the group to tell how they felt at the time of their selection.

Upper Grades

1. Role-play two families from two different ethnic groups but the same situation. Discuss how we stereotype groups, or sexes within groups.

2. Have various students from different ethnic groups bring in food and a typical menu that is indigenous to their particular group. Discuss the differences and similarities of the food and menus and the predetermined ideas students had toward the groups' eating habits.

3. Discuss how the school can meet the needs of all students within the limits of the extracurricular sports program as well as the curricular program.

Resources

1. Day, John Company, 257 Park Ave South, New York, N.Y. 10010.

2. Delmar Publishing, Division of Litton, Educational Publishers, Inc., Mountainview Ave., Albany, N.Y. 12205.

Concept V **The degree of self-value is related to one's self-concept and group identity and how these are valued by others.**

Objectives

A. Students will identify those social attitudes (racism, sex discrimination, ethnic differences) that may affect their individual and group identities and evaluate their own attitudes.

B. Students will have increased understanding that self-value emerges as a result of external influences.

Activities

Lower Grades

1. Develop a role-play situation of playing house. Discuss with the pupils the roles they played and the possibility of reversing the sex roles. In what kinds of situations would role reversal be beneficial? What kinds of conflicts may result from reversing roles? How might the family deal constructively with these conflicts?

2. Have pupils conduct a panel discussion *The Person I Like the Most and Why?*

3. Discuss conflicts that occur between parents and children in the home and minority and majority groups in the school and devise suggestions for lessening the conflicts and reducing tension.

Middle Grades

1. Identify the basic human needs and discuss how these needs are met. Include conflicts that occur between one's self-values and group belonging.

2. Compile a collection of newspaper and magazine clippings involving conflicts with emotional and social needs. Discuss misconceptions that can come from press reporting and how these conflicts could have been prevented.

3. Develop a role play situation where a group of students are on the school yard playing and the rest of the group, with the exception of one student, is ridiculing that student. How does the student who refuses to join with the ridiculing still maintain his/her role in the group?

Upper Grades

1. Develop interaction between various groups to help individuals recognize their contribution to the larger segment/society.

2. Write a theme on *When does the right to differ infringe on the rights of others?*

3. Propose hypothetical problems dealing with race relations, socioeconomics, sex, ethnic and religious situations and assist students in developing a solution using the thoughts and ideas of many.

Resources

1. *True Values*, a film, Sterling Educational Films, 241 East 34th Street, New York, N.Y. 10016.

2. Heaton, Margaret M., *Feelings are Facts*, National Conference of Christians and Jews, 1951.

3. Follett, Education Corporation, 1010 West Washington Boulevard, Chicago, Ill. 60607.

4. Rand McNally and Company, School Department, Box 7600, Chicago, Ill. 60680.

Concept VI **In an intergroup relationship there are alternative actions for each individual and there are different consequences for the behavior selected.**

Objectives

A. The student will analyze those factors that affect our relationships with other individuals and groups.

B. Students should learn to recognize that a variety of outcomes to the same relationship is possible, depending upon the behavior in that particular relationship.

Activities

Lower Grades

1. Have pupils discuss various factors that contribute to the reason why I feel this way about_____. Teacher must produce a situation that is relevant to the pupils' behavior toward each other.

2. Have pupils list those things that they feel contribute to the way they act.

3. Discuss with the pupils those things that express behavior, facial expressions, words, and physical actions or lack of same.

Middle Grades

1. Have students write a paragraph on what the song *No Man is an Island* means to them. Teacher then relates the various meanings into behavioral situations.

2. Role-play how members of the group can react to the same problem in different

Upper Grades

1. Discuss and expand the term responsible relationships, as it relates to stereotype attitudes used to avoid racial, religious, and nationality groups, or to avoid the acceptance of women as equals.

2. Role-play a situation where a group of students are all from the same culture and one person from the outside tries to get into the group. Repeat this experience with different students to see the variety of behavior that is presented.

Resources

1. Day, John Company, 257 Park Ave. South, New York, 10010.

2. *Brotherhood of Man*, a film. Source: Anti-Defamation League of B'Nai B'Rith, 225 South 15th Street, Philadelphia, Pa. 19102, Philadelphia Fellowship Commission, 260 South 15th Street, Philadelphia, Pa. 19102.

Concept VII All groups tend to be ethnocentric.

Objectives

A. Students will examine the environmental forces that affect their relationships with people of other groups.

B. Students will develop an awareness of how ethnocentricities lead to discriminatory and exclusionary behavior and attitudes.

Activities

Lower Grades

1. Discuss how groups and sexes are different and how differences do not denote superiority.

2. Develop a role-play situation where a new pupil comes into the class who is different and discuss how the actions of others either help the new pupil become accepted or rejected.

3. Have pupils list three things they have learned from others or experienced themselves that have modified their views or altered their behavior towards others.

Middle Grades

1. Discuss how certain physical activities are monopolized by one group or sex to the exclusion of other groups.

2. Have students list those influences in their environment (family, cultural traditions, economics, etc.) that have influenced their relationships with other people or other groups.

3. Discuss the attitude of a group of students from one school toward a group of students from another school when their teams are involved in sports competition. Discuss how these attitudes of group loyalty carry over into adulthood and affect intergroup relationships.

Upper Grades

1. Have students read the following magazine articles and discuss if they think the whole meaning of the Olympics was destroyed by this incident.

   a. *Terror at the Olympics*
   b. *Horror and death at the Olympics*
   c. *Rescuing hostages–to deal or not to deal*

2. Refer to above articles and discuss ways in which this incident could have been avoided.

3. Develop a role play situation where students show how experiences modify our views of others and other groups and discuss.

Resources

1. Newsweek Magazine, Sept. 18, 1972, pp. 24-35, *Terror at the Olympics*

2. Time Magazine, Sept. 18, 1972, pp. 22-33, *Horror and Death at the Olympics, Rescuing Hostages – to Deal or not to Deal*

3. Allport, Gordon W., *The Nature of Prejudice* Cambridge, Mass., Addison Wesley Publishing Co., 1954.

Concept VIII **No group or representatives of any one group have a monopoly on achievement.**

Objective: The students will examine the contributions and achievements of other cultures, minority groups and of both sexes.

Activities:

Lower Grades

1. Take the pupils to folk dances to see them done authentically.

2. Develop a variety of activities in the physical education program to give the pupils experience in participating in activities from different ethnic groups.

3. Have pupils discuss a person they know who is from a minority or ethnic group, or who is a woman and who they feel is successful and tell why.

Middle Grades

1. Have students make a biographical sketch of an individual from a different race, culture, religion, or sex who has achieved in the area of medicine, education, science or sports. Discuss these contributions, tell how they have affected us and the obstacles overcome by the individual in making her/his contribution.

Upper Grades

1. Have students research the Olympic games and evaluate its contribution.

2. Have students discuss the role of sports in the civil right's struggle of minority groups and women.

Resources

1. *Dance in the Elementary School.* New York, Harper and Row.

2. *Rhythmic Activities.* AAHPER, 1201 16th Street N.W., Washington, D.C. 20036. #245-07606.

Concept IX. The quality of human existence is dependent on the degree of inter-group cooperation.

Objective The student will investigate and evaluate the need for rules, laws, policy and individual responsibilities, as these relate to any group effort.

Activities

Lower Grades

1. Have pupils select some play activity with another group without instructions, restriction, or direction. Discuss with the pupils how much easier it would have been to arrive at an activity if rules, direction, and restrictions had been established prior to the selection.

2. Develop a role-play situation with the pupils concerning safety rules in the school yard. This situation should show pupils in the yard with no rules and a second session with rules. Discuss the reasons why rules are necessary.

3. Play a familiar game with the rules changed to benefit a chosen group. Have the pupils discuss the effects of unfairness on both the chosen group and on the other children. Examine the importance of having rules that are clearly understood and fair to everyone.

Middle Grades

1. Give students an opportunity to become leaders in a variety of activities. Discuss the need and value of a cooperative effort with one leader in order to have a successful experience.

2. Discuss good sportsmanship with the students and how it is important to play the game to win but that unfair advantages should not be taken of opponents.

Upper Grades

1. Have students develop a list of those characteristics a person should have to be a good team member.

2. Develop a role-play situation where the conflict is present and have the group arrive at a mutual agreement.

3. Discuss the rules and regulations of the various activities in which you participate in during your regular physical education program. Examine rules which may be unfair to certain groups, and discuss possible changes.

Resources

1. *Physical Education for High School Students.* AAPHER 1201 16th St. N.W., Washington, D.C., 20036. #245-25116.

Concept X **Cultural pluralism must be recognized as a basic value of any effectively functioning society.**

Objectives

A. Students will examine and discuss the positive outcomes in the area of sports due to the participation of individuals and groups from various ethnic and racial backgrounds and from both sexes.

B. Students will recognize the value of a multi-racial, multi-ethnic society, and of one in which both sexes participate equally.

Activities

Lower Grades

1. Have pupils discuss *What is a team.*

2. Develop a role-play situation in which the pupils discuss the contribution that various pupils from different groups have made to the class (without identifying those pupils used).

Middle Grades

1. Discuss how individual traits and talents blend together for the total team effort.

2. Develop a role-play situation by which various groups relate what positive contribution they have made to the school.

Upper Grades

1. Discuss the following sports and athletes that participated.

   a. baseball - Babe Ruth - Hank Aaron
   b. football - Bart Starr - O. J. Simpson
   c. tennis - Billy Jean King - Bobby Riggs
   d. gymnastics - Olga Korbut - Kathy Rigby
   e. golf - Lee Elder - Babe Didrikson Zaharias

2. Have students list the various contributions of multiracial and multiethnic student bodies.

3. Have students list the benefits to a student body when members of both sexes participate equally. Discuss examples of sex-stereotyping in the present student body (for example, having girls act as secretaries not presidents, of clubs) and consider how these limitations restrict the development of both individuals and groups.

Concept XI **The Declaration of Independence and Constitution of this country promise freedom and equality for all individuals and groups.**

Objective Students will identify those factors that may cause the nonimplementation of the guaranteed rights.

Activities

Lower Grades

1. Develop a role-play situation where a girl tries to become a member of a little league team. Deal with one group where it is easy to join and another where it is not acceptable - discuss.

2. Discuss how segregation of any group of people denies the individual right of all to learn good human relationships.

3. Chart and discuss the health facilities that are available in your school district.

Middle Grades

1. List reasons why members of minority groups or women have difficulty in participating in various sports at all levels.

2. Have students list and discuss how members of minority groups are denied their rights in sports. Include the following groups:

   a. races
   b. religious groups
   c. national groups
   d. women
   e. men
   f. physically handicapped
      (1) blind
      (2) deaf
      (3) crippled

Upper Grades

1. Write a paper on what the students in the class can do to make certain that all individuals in the school are given the opportunity to participate in all activities, and encourage them to do so.

2. List and discuss those factors which may prohibit an individual from participating.

Concept XII **Citizenship is the assumption of individual and collective responsible for the consequences that obtain from individual and group actions and inaction.**

Objective: Students will objectively and subjectively examine and evaluate their consideration of the rights of others, their responsibility or lack of responsibility to society and themselves.

Activities:

Lower Grades

1. Discuss the word *loyalty* with the pupils and how loyalty relates to family, peers, and adults (individual and groups).

2. Identify the attitudes of society towards alcoholics and discuss with the pupils their responsibilities to the problem and the effect of the problem on them.

Middle Grades

1. Develop a role-play situation requiring a decision to try a drug for the first time. Present a variety of role-play experiences.

2. Collect for discussion or debate current news items concerning incidents of involvement or lack of involvement.

Upper Grades

1. Invite a parent to discuss the responsibilities, and rewards of being a parent. Discuss child rearing as the responsibility of both parents.

2. Debate: *Does the government have the right to control drug use by private citizens?*

3. Give hypothetical problems that involve students making responsible decisions. Problems should include: drug use, shoplifting, alcohol use, rule breaking in school, and cheating on tests.

4. Examine the double standard in relation to mutual responsibility for unwanted pregnancies.

5. Have students undertake a study based on individual interests of some aspect of the physical education program which they believe could be improved to better equalize opportunity of participation for all students.

Resource

1. Newspaper articles from March, April, May 1974.

Industrial Arts

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INTRODUCTION

For several reasons, industrial arts classes are in a rather special position to support the development of intergroup concepts.

Like other arts programs – including much of language arts – industrial arts activities are directly and personally experience related. They do not depend heavily on reading or writing skills. Consequently, they give students at a wide variety of academic levels, a fairly equal chance at success.

Moreover, industrial arts requires person-to-person contact. It offers limitless opportunities for joint, cooperative efforts, and thus for significant associations between students of different racial and ethnic backgrounds, and of different sexes.

Finally, as a curricular area which, in the past has sometimes suffered from various types of exclusion – from the tendency to track minority students into industrial arts to the tendency to track females out of it – industrial arts can provide an important model for equal access to educational programs. At a time when the demands for technological literacy are increasing, participation by all segments of the student body can result in significant career benefits throughout life.

The only obstacle to achieving these benefits is in our own mind, the notion that learning about the industrial arts necessarily excludes intergroup concerns that the two are somehow different territories. The activities which follow represent an attempt to dispel that hesitation.

Concept I All human beings belong to one species.

Objective: Students will develop the understanding that all people are members of the human race, and learn that racism and sexism are cultural phenomena.

Activity:

The industrial arts student will plan, produce, and assemble a photographic essay which reinforces the concept that *all people are members of one human race*. The student should be encouraged to include as many different people as possible in the essay.

The class could be organized into the following theme areas:

work	communication
play	injustice
creation	hunger
suffering	pleasure

others?

Resources

Cameras	Films
Developing Supplies	Darkroom Equipment
Mounting Material	Drafting Supplies

Concept II Difference is a reality of the human experience.

Objective: Students will be able to recognize and relate to the behaviors exhibited by both sexes, and by racial, ethnic, religious and socioeconomic groups and their members.

Activity:

The industrial arts class will design and produce an electrical quiz board or box which requires the user to match significant events in Pennsylvania history related to racial, ethnic, and religious issues of both sexes.

The electrical box could include lights, buzzers, or other electrical circuits. The box should be designed so that the names, dates, events or pictures could be periodically changed.

Resources

Woods	Metals
Plastics	Electrical Supplies
Printing Materials	Hand Power Tools
Drafting Supplies	

Concept III Differences and similarities have importance and value.

Objective: Students will be encouraged to expect and accept that each person and group has valuable contributions to make to the total society, because each brings to that society unique attitudes, ideas and experiences.

Activity:

1. The industrial arts class will select an item or artifact which is basic to many of the world cultures (past or present). Several examples are: furniture, games, toys, jewelry, and drinking vessels.

2. Each student will select a world culture and research how the artifact selected in Step 1 was designed, constructed, and used.

3. Each student will produce the artifact using the appropriate tools, materials, and processes in the industrial arts lab.

4. Each student will participate in a class seminar and present a model artifact for discussion.

Some ideas for a jewelry artifact:

a. Metal formed article (cast, forged, etc.)
b. Carved or machined wood
c. Jewelry made from plastics
d. Ceramic jewelry (glazed or unglazed)

Resources

Woods
Plastics
Hand/Power Tools
Metals
Ceramics
Drafting Supplies

Concept IV **All people have human needs, feelings and problems.**

Objective: Students will develop an understanding of human needs feelings and problems.

Activity:

The industrial arts student will research, collect, review, and analyze samples of employment or job announcements which are considered racial, ethnical or sexual stereotypes. The industrial arts class will divide into small groups and each group will design and print a promotion pamphlet for a personnel office. The intent being to attract *all people* to apply for selected job vacancies. The groups of industrial arts students could be organized into unskilled and skilled personnel departments. Each pamphlet should convince the reader that the company practices equal employment.

Resources

Drafting Supplies
Offset Printing Machines
Photography Equipment

Concept V **The degree of self-value is related to one's self-concept and group identity and how these are valued by others.**

Objective: Students should develop a positive self-concept based on an understanding and valuing of their own group identities.

Activity:

The industrial arts student will research the use of *graphic symbols* as identifying marks for individuals, companies, and interest groups. The students will discuss psychological group needs which are met by symbols and the positive or negative effects on other groups and individuals. The industrial arts class will be divided into small groups and each group will be assigned the task of designing and producing a *logo* or *symbolic* item for one of the following:

1. A black owned and operated manufacturing company
2. A feminist legal counseling company
3. A Spanish-American political party
4. A Mexican-American Farmer Coop
5. A religious-oriented youth group
6. A political coalition of women and minority groups
7. A black or minority employment agency

This activity could be correlated with the art department. Some ideas for symbolic items are: letterhead, weights, paperweights, advertisements.

Resources

Drafting Supplies	Woods
Metals	Ceramics
Offset Printing	Photography

Concept VI **In an intergroup relationship there are alternative actions for each individual and there are different consequences for the behavior selected.**

Objective Students will be able to recognize that there is more than one way to act in an intergroup relationship, therefore, different outcomes are possible.

Activity

1. Each student in the industrial arts class will make an identical product, for example, a small toy, game or puzzle. Materials like wood, metal, plastic and ceramics could be used in the construction. It is important that each student make the same, identical item and that this phase only requires 2-3 periods.

2. The industrial arts students will participate in the operation of *line assembly* designed to provide the same product (small toys, game or puzzles). The objective is to *quickly* mass produce and assemble the same item which was made by each individual student. The use of production jigs and fixtures would significantly increase the production rate.

3. The industrial arts students will study an alternative mass production technique. For example, many foreign businesses are employing the *group process* approach to mass produce a product. In the group process setting a small number of people are provided all the necessary parts to make a whole product. They, as a group, decide their own assembly techniques and procedures. Some of the benefits are: decrease in job boredom, increase in productivity, quality, job enrichment, work contentment, and decrease in material shortages. The industrial arts class will form into four different groups (4-6 students each) and mass produce the same item as in activities 1 and 2.

   Upon completion of the three different means of producing a product the industrial arts class will *analyze* and compare the activities using the following guidelines:

   a. Quality of product
   b. Quantity produced
   c. Cost factors
   d. Worker satisfaction and unsatisfaction
   e. Role of the worker versus management
   f. Positive and negative social effects
   g. Individual decision-making versus group decision making
   h. Employment and job advancement opportunities
   i. Opportunities for minorities and women

Concept VII All groups tend to be ethnocentric.

Objective: Students should develop the understanding that groups cause them to form beliefs which may influence their judgment of others.

Activity:

The industrial arts class will divide into small groups of two to three students. Each group will research and study a particular style of housing. For example, urban and suburban dwellings, apartment houses, model cities, rural homes, etc. The students could expand their study to different cultural dwellings around the world.

After each group has researched a style of housing or shelter, they will construct a scale model of the home using as many authentic materials as possible.

Upon completion of the models, a seminar will be conducted and each group will present their findings and the model to the class. The industrial arts teacher should have the students treat the following concepts related to housing:

a. Cultural influences and tradition
b. People's needs
c. Sparsity
d. Density
e. Climate
f. Construction materials
g. Social influences
h. Economic factors

The teacher should lead students to an understanding of and appreciation for the cultures and identities of differing groups as expressed in their housing.

Resources

Woods
Ceramics
Materials from Nature
Metals
Plastics
Hand/Power Tools

Concept VIII No group or representatives of any one group have a monopoly on achievement.

Objective: The student should recognize that achievements have come from individuals of all racial, ethnic, socioeconomic, national and religious backgrounds and from members of both sexes.

Activity:

1. The student will construct or build a model or display which identifies a major achievement or contribution made by the individuals or groups representing women, racial, and minorities. The student could use woods, metals, plastics and ceramics to build the model or display. In addition, he or she could use photography and special electrical circuits to add sophistication to the project.

2. Working with the social studies and language arts departments, the industrial arts student will research, write, and print in quantity, a booklet which identifies and describes achievements and contributions made by individuals of minority and women groups. Offset printing, photography, and binding processes could be used.

Following are cluster areas related to the above activities:

Sports	Science	Education
Government	Arts	Technology
Medicine	Social Change	Economics

Resources:

Plastics	Ceramics
Woods	Metals
Photography	Hand/Power Tools
Darkroom	Offset Printing
Binding	Silk Screen

Concept IX. **The quality of human existence is dependent on the degree of intergroup cooperation.**

Objective: Students will develop an understanding that present societal hostility is a condition of centuries of intergroup conflict, and improved human relations depend upon increased intergroup cooperation.

Activity:

1. Industrial arts students will travel into the community equipped with a camera and film. During the trip, the students will take black and white pictures of practices and projects which were the result of cooperation between minority and majority groups.

Upon return to the industrial arts classroom, the students will develop the film and produce enlargements. The class will then organize a group printing department and produce a booklet of pictures and descriptions of their photo study.

Resources:

Camera	Darkroom Equipment
Offset Printing	Mounting Supplies
Binding Materials	

Concept X. **Cultural pluralism must be recognized as a basic value of any effectively functioning society.**

Objective: Students will learn that different cultural behaviors and traditions enrich the total society.

Activity:

Using different materials, (wood, ceramics, metal, plastics), tools and processes, the students will design and construct one of the following items which can be traced to a specific origin:

Items	Groups (racial, ethnic, religious)
musical instruments	Spanish American
games	African American
toys	Indian
household items	Appalachian Mts.
hand tools	Mexican
holiday ornaments	Chinese

For the students to be successful in the suggested activities, they will have to consult social studies teachers, the library and community resources. Upon completion of the item, each student will prepare and print a one-page report for distribution to students and community groups. Through the use of offset printing and binding processes, a booklet will be developed with a copy containing each report. The students could be encouraged to design a silk screen cover for the booklet which represents the following theme:

AMERICA IS ENRICHED BY MANY DIFFERENT CULTURES AND TRADITIONS

A copy of the booklet should be provided to local libraries and governmental agencies. This should be a joint activity with the art department.

Resources

Woods	Metals
Plastics	Ceramics
Silkscreen materials	Hand/Power Tools
Offset Printing	Binding

Concept XI The Declaration of Independence and Constitution of this country promise freedom and equality for all individuals and groups.

Objective: Students will know that all citizens of the United States are legally guaranteed the same rights and opportunities.

Activity:

The class will be divided into three groups representing unskilled workers, skilled workers and professional workers. Each group of students will design and conduct a study to determine how society has treated minority workers and women with respect to *equality*. The studies could relate to anyone of the following:

1. Historical time chart of events which helped bring about equality.

2. Pictorial essay depicting present status of employment equality for women and minorities in one's own community. Photography and darkroom experiences should be included in this activity. Pictures will be enlarged, mounted, and arranged to emphasize equality and discriminations among unskilled, skilled, and professional workers.

Resources

Drafting Materials
Darkroom
Hand Power Tools
Metals
Plastics
Photography
Mounting Materials
Woods
Ceramics

Concept XII **Citizenship is the assumption of individual and collective responsibility for the consequences that result from individual and group actions and inactions.**

Objective Students will learn that each person must deal with the consequences of individual and group actions.

Activity

The student will participate in the development and implementation of a practical student management system designed for the operation and control of the industrial arts classroom. Individual and group tasks will be identified along with the criteria for the evaluation of each task.

The student will participate in the development of personnel organization chart and system of a small manufacturing industry. Line and staff positions will be identified and the class will role-play several job interviews for both line and staff jobs. Each job interview will be analyzed by the class. For example, did the interviewer practice discrimination against women and minority groups (job position, responsibilities, and salary)? The students will reproduce 50 copies of their work using offset printing processes. The copies will be distributed to social studies teachers and students for integration into the business and economics units of studies.

Resources

Drafting Materials
Offset Printing
Binding

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Language Arts

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INTRODUCTION-LANGUAGE ARTS

The language arts cover a wide variety of individual subject areas-including foreign languages, English, writing, reading, and specialized literature courses-and play an essential role in nearly every other course offered in the school. The reason for this is clear. The capacity and need to communicate are characteristic of the human species. Just as people are social, so do they share a fundamental need to share information and express the relationships existing in their society. This applies to all societies of humans in all times and places.

The particular form which communication assumes, however, is a function of the particular group using it. The separate and group traits, experiences and values, the time, the place, and the influence of larger societies of which it is only a part. In this way, language is a social phenomenon. As such, it has a number of dimensions which bear directly on intergroup development.

First, language is a device of personal development, self-understanding and the understanding of others. It is an important vehicle for defining, articulating and trying out on others what we believe to be true. And it is our only means of adding to our knowledge information with which we ourselves have not-perhaps cannot-have personal experience. A white child cannot know-except through communication-what it is to grow up black in America. A male cannot know what it is to grow up female. Without an exchange of information, we cannot hope to survive -- and this becomes truer as our society becomes more complex.

Second, language defines group identity. That is, isolation and migration have contributed to the development of different languages and to differences within a language. In order to achieve information-sharing at even the most modest level, and certainly to reach a hearty enjoyment of differences among groups, we must be able to cross language and dialect lines between groups, and to express ourselves in a variety of ways - oral, written, and nonverbal -- even within our own group.

Finally, language is the vehicle for the transmission of culture. It not only states ideas and concepts but, more subtly, it reflects them. In this, language reinforces certain values. The use of *boy* to describe a black man, or *girl* to describe an adult female are more than vocabulary phenomena. They suggest and perpetuate social attitudes. To have the power of change over these values, we must be able to identify them, and to understand how our use of language shapes our ideas of ourselves and our relationships with others.

Indeed, language is where we begin an assault on the separateness of our lives. It is where self-knowledge and self-understanding start, and it is our most fundamental tool for extending these to other individuals and other groups.

Concept I **All human beings belong to one species.**

Objective: Students will become aware of essential likenesses with which we are born and those likenesses which we learn.

Activities:

1. Students should read extensively in culturally oriented literature in English and/or foreign languages. Follow with a discussion noting in the literature traits that all humans have, and noting any sex-stereotypes.

   Examples: **Angelita**. Wendy Kesselman & Norma Holt. Hill and Wang, New York 1970.
   Crow Boy. Taro Yashima. Viking Press, New York 1955.
   Sam. Barbara Corcoran. Atheneum Press, New York 1967.
   The Horsecatcher. Mari Sandoz, Westminster, Philadelphia 1957.

2. Hold discussions about statements such as:

   Let them speak English
   The white race is superior
   Women don't make good executives
   Boys shouldn't cry

3. Encourage students to communicate through pen pal clubs, visitations and shared activities with students of other races and nationalities, and students of other schools with different ethnic and economic backgrounds.

4. Have students in small groups make lists of characteristics people have in common. Discuss. Bring in self-photos and talk and write about visible similarities.

Concept II ***Difference is a reality of the human experience.***

Objective: A. Students will learn the meaning of communication.

B. They will learn the need for a variety of modes of communication.

C. Students will acquire a knowledge of the differences which exist in different linguistic groups.

Activities:

1. Have student make a mural of examples of communication (both language oriented and not). From the mural, students will conclude that communication is a give-and-take experience.

2. Discuss with students three general categories of communications.

   a. Written-typing, letters, literature
   b. Oral-tape recorders, phones, radio, speech
   c. Nonverbal-Indian sign language, facial expressions, dance, African language, language of the deaf, Canary Island whistle language, Navy semaphore, Morse code, African drum languages, use of kinesis to articulate and reinforce sex roles.

3. Discuss with students how speech evolved historically. They will see how relationship of languages can be demonstrated by studying the Indo-European language family.

4. Help the students identify linguistic differences within English and other languages. Students will use a comparison of dialects to demonstrate that dialects are different, none inferior or superior. Examples:

   Street vernacular vs. formal
   Castilian vs. Puerto Rican
   German vs. Pennsylvania Dutch
   New England vs. Southern
   New York vs. Midwest

5. Encourage students to study and demonstrate by role-playing customs of other cultures.

6. Have each student study his/her own ethnic background and heritage and present a report to the class using artifacts, audio-visual aids, and representative resource people.

7. Have students make a study through literature or family reference of the differences in sex roles according to different cultural customs and then write an essay or make a presentation to the class.

Concept III Differences and similarities have importance and value.

Objective: Students will learn that cultural diversity is reflected in language and that cultural diversity enriches our lives and our languages.

Activities:

1. Discuss in class the similarities and differences of various cultures noting how many new things we accept as part of our culture today as a result of cross-cultural contact or intracultural change.

   Examples: foods, religion, music, dances, family roles, fashions, words and expressions, games

   Students will enumerate standards we have derived from our similarities.

   Examples: dress codes, rules and laws, customs

2. Have students role-play in sociodramas depicting national holidays representing different cultures and showing the importance and value placed upon them by society.

   Examples: Bastille Day, 1917-Puerto Rican Citizenship Day, St. Patrick's Day, Thanksgiving Day, Martin Luther King Day, International Women's Day

3. Have students make a comparison of folklore, fables and legends, and the history of their development. These can be discussed orally and submitted in written reports. Also a class newspaper can be published making folklore of the past appear current. Students should be encouraged to examine similarities in the depiction of outsiders and to look for recurring sex role stereotypes.

4. Have students study their own language in light of the contributions made to it by other languages.

   Examples: Carte blanche, tempus fugit, gesundheit, sombrero, restaurant, teenager, ok, bolshi

5. Develop a role-play using various dialects and linguistic differences from their own countries.

6. Help the students become aware of the kinesis of different cultures.

   Examples: Latin proximity in conversation, European handshake, Hawaiian hula, Indian sign language, Southern European hand and shoulder motions (the differing use of touch between men and women)

7. Have the students explore how expressions reveal cultures.

   Examples: mañana, time walks - (tiempo camina, la guagua me dejo', compadre, towarisch, uptight, bad, boy, old maid

Concept IV All people have human needs, feelings, and problems.

Objective: Students will learn that human needs, feelings, and problems are universal and are expressed most adequately through verbal communication.

Activities:

1. Discuss with the students the need to learn the importance of verbalizing their feelings and become aware of those feelings they do not possess. Through group sessions, during a circle time students can talk about how different stimuli cause them to react.

   Example: One group leader (preferably the teacher) can go around the circle warmly shaking each one's hand. Afterwards, everyone can discuss the feelings elicited. A negative stimulus can follow, such as pulling hair. Other kinds of stimuli which could be tried in the circle or discussed are: kissing, biting, patting, hitting, hugging, pushing, name-calling, complimenting, labeling.

2. Help the students develop the oral ability so that they will verbalize more. The following could be done:

   a. Show and Tell time.
   b. Discussion of TV shows that relate to the expression of human needs, feelings, and problems.
   c. Role play or discuss stories which are open-ended.

3. Help the students appreciate the universality of nonverbal communication. Exercises can be adapted from *Joy* by William Schutz.

4. As a basis for discussion of current social issues and as a means of measuring personal prejudices regarding human needs and problems, have the students practice the social

Agreometer. In this activity, the group leader names a current human issue, like the women's movement or busing. The listeners then indicate on an imaginary scale (by pointing or manipulating a cardboard arrow) their immediate reaction. Discussion should follow on why choices were made, on how our biases begin.

5. A good resource book is *Human Teaching for Human Learning*, George Brown.

Concept V: The degree of self-value is related to one's self-concept and group identity and how these are valued by others.

Objective: 1. Students will learn how language reflects the values of individuals and cultures.

Activities:

1. To help students learn how literature affects our self-image and our impressions of others, conduct a critical analysis of newspapers and magazines in English and foreign language. Students will begin to realize how we subconsciously learn our *sexist* roles through reading.

2. Students can become aware of the fact that individuals within each cultural group acquire a *jargon* and *code types*. Consider listening to records, such as the following: Bill Cosby, West Side Story, Buffy St. Marie, Flip Wilson (playing Geraldine).

3. Discuss with the students how certain vocabulary, although incorrect grammatically, sounds natural and is effective in certain situations.

   Example: *The Kings English* would seem ludicrous when used by all individuals.

Objective: 2. Students learn how language is misused to deceive, promote prejudices and biases and deliberately exclude facts.

Activities:

1. Discuss with students how society has attributed bad and good connotations to certain words through a study of common forms.

   Examples:

black:	blackmail, blacklist, black magic, black market
white:	white lie, white hat, white as an angel
dog:	dirty dog, tired as a dog, dog-gone-it, dog eats
cat:	cat eyes, being catty (sexist idea)
cool:	cool cat, cool cucumber
boy:	boy, cowboy, good-old-boy

2. Students will learn that some words are meant to hurt, and that individuals, fearful of their own self-image, resort to name-calling. When students name-call, ask them to consider why they are doing it. Students can also read stories which include name-calling situations for discussion.

Examples

Lord of the Flies, William Golding, Coward, New York 1962.
Animal Farm, George Orwell, Harcourt, Brace & Jovanovich, New York 1954.
Goggles, Ezra J. Keats, MacMillan, New York 1969.
William's Doll, Charlotte Zolotow, Harper & Row, New York 1972.

Objective 3. Students will learn how language is used to inform, to persuade, to communicate and to convey feelings and aspirations.

Activities

1. Have students analyze TV commercials and make them up to appreciate the kind of language that sells. Students should analyze the use of language to appeal to prejudices and stereotypes.

2. Discuss with the students the social amenities of different cultures and what these amenities communicate. These can be practiced: the Spanish embrace, the black power fist, etc. Students should also examine the use of social amenities between men and women, for example associating the handshake with men, expecting women to sit and stand in certain ways, the removing of the hat by men.

3. Have students do radio news broadcasts. They can learn the methods of proper communication via videotaping.

4. TV shows can be analyzed to show the effectiveness of varied types of communication. Example: Soap Operas would provide communication dealing with emotional problem situations.

Objective 4. Students learn through understanding, speaking, reading and writing their own language as well as other languages to appreciate their own worth as members of particular ethnic or racial groups and as members of the total human society.

Activities

1. Have students examine family and community relationships of various cultures presented through literature, films, TV, and filmstrips.

2. Use ethnic-oriented quizzes, puzzles and games to show value of various cultures in today's America.

3. Have students learn songs and dances of various ethnic groups.

Concept VI **In an intergroup relationship there are alternative actions for each individual and there are different consequences for the behavior selected.**

Objective 1. As a result of participation in a) role group situations, students will be able to select and employ different behavioral patterns to suit a multiplicity of group situations.

2. As children experience the consequences of positive and negative feed back from participation in group situations, they will be able to modify their behavior accordingly.

Activities:

1. Encourage the students to keep diaries on intergroup happenings telling what did happen and then what could have happened if they had behaved differently.

2. Teachers should write similar logs.

3. With English classes or with classes of different ethnic backgrounds purposefully formed, students may discuss the language that they learn appropriate to particular situations.

   Examples: When do we say *excuse me* in English? How do people react? If we didn't? What do we say in other languages?

4. Select cartoon series from publications. Delete dialogue and make copies for students. Ask the students to supply new dialogue and then discuss the variety of story outcomes and the variety of vernaculars used.

5. Develop a role-play of authentic intergroup situations in which students demonstrate their understanding of appropriate behavior as learned in various cultures, for example–the varying degrees of proximity in conversation according to cultural group.

6. Have the students read works of literature which focus on the effects of personal decisions and their implications for intergroup relationships.

   Examples: Native Son, Richard Wright
   A Raisin in the Sun, Lorraine Hansberry
   The Bell Jar, Sylvia Plath
   Them, Joyce Carol Oates
   The Great Gatsby, F. Scott Fitzgerald

Concept VII All groups tend to be ethnocentric.

Objective:

1. Students will learn to be aware of the feelings and values of different ethnic groups by studying their languages and cultures.

2. Students learn how groups protect themselves with language-based ethnocentricity.

3. Students learn how language, when it is misunderstood can lead to misinterpretations and stereotypes.

Activities:

1. Discuss and discover why and how we become ethnocentric?

2. Have the students read authentic minority literature. Discuss language expressions of regions. Read about the customs shared by groups and the isolation of one who does things differently. Example: *John Henry*.

3. In small groups and buzz sessions discuss the origins of expressing in the languages, dialects and vernaculars of other groups.

4. Ask community resource persons to assit in providing authentic situations through which objective, 1, 2 and 3 can be accomplished.

   Examples: speeches, interviews and dialogues

5. Classes may conduct festivals, pageants, assembly programs in celebration of holidays of various ethnic and language groups, and with significant events in the history of women.

Concept VIII **No group or representatives of any one group have a monopoly on achievement.**

Objective: Students will learn the achievements of male and female members of minority, non-English and majority speaking groups.

Activities:

1. Use the personalities-on-parade approach to teaching the value of all peoples and making students aware of their contributions to society through films, filmstrips, slides, tapes about prominent individuals.

2. Write to embassies and departments of education for information on national characters and then construct bulletin boards, displays, exhibits, posters, pictures.

3. Present plays interpreting autobiographies and biographies of *male and female* minority group members.

4. Make use of community resource people with whom minority and female students can identify.

5. Discuss careers and the history of their availability to certain groups (minorities, students, men, women).

6. Children can write biographies of famous people in the first person then play *Guess who I am*.

7. Celebrate days when *specific cultural figures* are featured.

Resources

The Quiet Rebels
Exploding the Myths of Prejudice (film)
Black History: Lost, Stolen or Strayed (film)
Women Who Made History, Mary C. Bour Waine, 1963.

Concept IX The quality of human existence is dependent on the degree of intergroup cooperation.

Objective Students will learn the value of cooperation among people and learn of the tragedies in history that resulted from the inability of people to cooperate, and the extreme pressure to compete.

Activities:

1. Divide the class into several small groups assigned the same goal, for example, building a tower out of straws. Vary the groups' instructions and discuss the outcomes to communicate the findings that cooperation is advantageous to human progress.

   Examples of variations of instructions:

   a. Each group speaks a different language (sign, drawings, song, writing, oral).
   b. Each individual within a group speaks two different languages.
   c. Give only certain individuals tools.
   d. Appoint leaders.

2. Study NATO activities, Common Market, UN and UNESCO in a team with social studies. Study these organizations to show that people come together with similar self-interests.

3. Divide the class on two groups - one to work as an assembly line, the other to work as individuals. The task is to manufacture automobiles. Assign each member on the assembly line one job, for example, putting tires on. Examine the productions and debate the value of individual competition vs. intergroup cooperation.

4. Have students select examples from newspaper reports that show the value of intergroup cooperation and the tragedy of intergroup conflict. Use the examples for classroom discussions.

5. Have students discuss how their age-group can improve the quality of human existence through intergroup cooperation. Follow-up by writing compositions and speeches which treat the need for improvement in specific situations, for example, the school cafeteria, on the playground.

Concept X Cultural pluralism must be recognized as a basic value of any effectively functioning society.

Objective: Students will learn to regard cultural and language pluralism in America as a *mosaic* rather than a *melting pot*.

Activities:

1. Have students write a play illustrating how languages borrow from one another.

2. Make a study of how immigrants enrich any language.

3. Assign students to erect displays that illustrate words in English borrowed from other languages.

4. Have students study the cultural heritage of different ethnic groups in one community. Bring in resource people to represent these groups.

5. As a class activity explore why the United States is such a powerful country and explain how its cultural diversity has contributed to its strength. Contrast, then, the United States with monoethnic countries.

Concept XI The Declaration of Independence and Constitution of this country promise freedom and equality for all individuals and groups.

Objectives:

1. Students will distinguish between the promise and the reality of equality in this country.

2. Students will learn how language can be used as a weapon against people of other language and cultures and to deny them access to the rights of citizenship.

3. Students will learn the positive uses of language to assist in keeping the promise of the Constitution.

Activities:

1. Have the students study the vocabulary of the fifth amendment to determine its significance and how it protects and is abused.

2. Ask students to make studies of cases of people whose constitutional rights have been violated. (for example, Dred Scott case, Southern Syphilis Guinea Pigs, Susan B. Anthony)

3. Examine documents that have been printed in several languages to assist *non-English dominant* citizens in voting, court activities and education (for example, GED test in Spanish, bilingual ballots, etc.)

4. Visit court and witness positive and negative examples of the use of language to support or deny the rights of persons.

5. Hold a discussion on the value of bilingual/bicultural education and examine the laws and guidelines.

6. In the classroom study the Declaration of Independence and the Constitution - copies of or parts of Dick Gregory's record - *The Light Side, the Dark Side*.

7. Have the students study the vocabulary and the significance of the *Pledge of Allegiance*, *My Country 'Tis of Thee* and *America the Beautiful*.

Concept XII Citizenship is the assumption of individual and collective responsibility for the consequences that result from individual and group actions and inactions.

Objective: Students will demonstrate a grasp of the relationship between freedom and responsibility on a local, national, and world scope.

Activities:

1. Discuss with the class *What is Citizenship?*

2. Hold a discussion about what language one must know to become a citizen. If children are non-English dominant, teach them that language.

3. Through role-play, have students resolve situations in which the rights of individuals or countries are in conflict with those of others.

4. Select readings for the class that treat the subject of rights and social responsibilities.

5. Have students analyze the incidents of Munich, Nuremberg, My Lai, Paris, Kent State, Jackson State in line with consequences of group action.

6. Analyze such terms as *wasp, kraut, wop, nigger, redskin,* etc., in terms of the social consequences of their use.

7. Ask students to consider what is guaranteed in the Constitution under freedom of speech. Discuss the meaning of freedom and when it becomes license and how it's related to responsibility.

8. Discuss with the class the *inactions* of groups in society, who could be affecting change but are not, due to a *disinterest* or *inability* to speak.

Mathematics

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I. Recommendations for Implementation

The intergroup concepts provide an apt vehicle for teaching mathematics skills in a meaningful context. The social context allows a student to become actively and critically involved in computing, analyzing and assessing directly pertinent life situations.

The recommendations made here are subject to several interpretations and restraints:

The topics are listed in a nonsequential manner which may be altered at the teachers discretion or the students' needs.

Topics may be amended to suit varying levels of difficulty. Other topics may be incorporated if they prove relevant and meaningful for the students for which they are designed. Suggestions are not focused exclusively at one group, that is, ethnic, religious, racial, etc.; the suggestions are designed so that any group may be freely substituted, as long as data remain accurate.

Several topics cross curriculum lines, primarily those of social studies and science. The mathematics teacher is encouraged to cooperate with another subject area teacher when interrelated topics are covered.

Topics may be individualized depending upon the structure of a particular classroom and method of a teacher.

Sources of all statistical information pertaining to a particular group must be accurate and verifiable. School, local, state, and federal data can be acquired from appropriate agencies (see *Materials and Equipment* for a listing of possible sources of statistical information).

II. Materials and Equipment

Materials

In order for the teacher to successfully implement the mathematics/intergroup program, a number of statistical references are vital. At no time should hypothetical data be used in this approach. Consequently, it is of paramount importance that teachers avail themselves of published references relevant to populations in their particular locales; the state, the country and the world.

1. Encyclopedia Brittanica
2. Encyclopedia Americana
3. Almanacs (Associated Press Almanac, World Almanac and Bulletin Almanac)
4. A Summary of Enrollments in Public Schools of Pennsylvania (Bureau of Information Systems, Pennsylvania Department of Education, Published Yearly)
5. Guiness Book of World Records
6. Newspapers (locally and nationally circulated)

7. Crime, Employment, Education, Population Information Regarding Any Town in the Commonwealth and Nation can be acquired from appropriate state and federal agencies.

Such publications will prove invaluable for the teacher in gathering topics and data relevant to intergroup education.

III. Mathematical Topics

A. Word Problems

Word problems have a dual importance in that they require problem solving ability and an interpretation in mathematical symbols of verbal expressions. The emphasis on the interpretation of the verbal statements is extremely important, as is the actual process of analyzing and solving the problem.

These word problems are incomplete in that many of the statistics needed in the problem are missing to allow for changes and local applications. The teacher and/or students should find the statistics needed from an appropriate source (several of which are listed in the *Materials and Equipment* section).

The teacher should remember that these problems are useful to establish the *form* of the question. The level and interests of the class (and individuals) will determine the direction the actual work problem will take.

A. Word Problems

Mathematics Skill (Project)	Suggested Activities	Intergroup Concept (Refer to Conceptual Framework p. 11)
Addition	In the Model Cities area, the following is true. There are _____ black people; _____ white people; and _____ Puerto Ricans; and _____ Chinese people. How many people live in the Model Cities area? (Why aren't there more white people? Black people? Chinese people? Puerto Rican people?)	1, 2, 9, and 10
Addition	On Jerry's block, there are 46 black people, 3 white people and 16 Puerto Ricans. How many people live on Jerry's block? (Why aren't there as many white people as black? As Puerto Ricans?) (Would the neighborhood be better or worse if other races were there?)	7, 1, and 9
Addition	The class was going to take a vote on where they wanted to go on a trip. They could choose between a very famous church or a famous museum. Most of the Catholic children voted to go to the church and most of the Protestant and Jewish children wanted to go to the museum. The final vote was 21 for the church and 16 for the museum. What was the total number of students in the class? (Why didn't the Protestant and Jewish children want to go to the church?) (Was it fair to vote on it?) (If you were the teacher, how would you have done it?)	2, 3, 4, 7, and 11

A. Word Problems

Mathematics Skill (Project)	Suggested Activities	Intergroup Concept
Subtraction	Both the Johnsons (white) and the Wilsons (black) are looking for a house to buy. When the Johnsons came to look at a nice house in the suburbs, the real estate agent tells them that it will cost $34,500. When the Wilson's came to look at the same house, the same agent told them it would cost $43,700. How much more would it cost the black family to buy the house? (Why did it cost the Wilson's more?)	7, 1, 4, 9, 12, and 11
Division	Five times as many blacks live in the city as in the country. There are _____ blacks living in the cities. About how many blacks are living in the country?	10, 11, 7, and 4
Multiplication	About four times as many blacks live in Pennsylvania as live in Kentucky. If there were 1,019,848 blacks in Pennsylvania in 1971, how many were there in Kentucky? Why does this difference exist?	2, 7, 10, and 11
Division	If there were 2,830 crimes per hundred thousand people in the United States in 1972, and the population was 208,230,000 that year, how many crimes were committed then?	1, 2, 3, and 12
Multiplication	There are 34 people in a class. How many fingers do they have? (eyes, ears, etc.)	1, 2, and 3
Division	There are _____ times as many blacks in Philadelphia as in Toronto. If there are _____ blacks in Toronto, how many blacks are there in Philadelphia? (Why are there more _____ in Philadelphia?)	7, 9, and 10

A. Word Problems

Mathematics Skill (Project)	Suggested Activities	Intergroup Concept
Division	In a typical market in the suburbs, you can buy four pounds of hamburger for $4.19. In a typical market in the ghetto, you can buy three pounds of hamburger for $3.50. In which store is the meat more expensive? (Why?)	2, 4, 9, and 12
Division	a. Kareem Abdul Jabbar just signed a 3-year contract for _____. He plays 85 games a year during the regular season. How much money is he getting for each game? b. Jerry West signed a 4-year contract for _____. He also plays 85 games a year during the regular season. How much money is he getting for each game? Who gets more money per game? (Why?)	7, 8, 9, 10 and 11
Division	There are 3 major races on the earth. (What are they?) If there are 3,500,000,000 people on the earth, how many of each race do you think there are? (In reality there are _____ Caucasian _____ Black _____ Mongloid) (Why aren't there equal numbers of people in each race?)	7, 8, 9, 10 and 11

A. Word Problems

Mathematics Skill (Project)	Suggested Activities	Intergroup Concept
Fraction	a. Before the Civil War, the law said a Black was considered 3/5 of a person. Is that less than a whole person? What is a whole person? Is a person 5' tall less a person than one who is 6' tall? Is a woman a *whole person?* How much do you think? b. How many Blacks did it take to equal a *whole person?* c. How many Blacks did it take to equal 50 *whole persons?* d. How much of a *whole person* was half a Black? (How much of a person is a Black now? How much is a female now?)	1, 4, 5, 7, 9, 10, 11
Fraction	a. About half the people in the United States are women. If you didn't know anything about what a woman was (in our culture), and if you knew there were _____ jobs in the United States, how many would you think were held by women? b. Actually women only hold _____ jobs. About what proportion is that of the total job market? Why? (Actually women only hold _____ jobs. Why is this?)	7, 9, 10, 11, and 12
Fraction	Last year _____ in wages were paid to people. If everything were the same for both men and women in this country and about half the people in the United States were women, how much do you think women got (mathematically speaking) in wages? Actually women received only _____. What proportion is that of the total wages paid? (Why?)	7, 9, 10, 11 and 12

A. Word Problems

Mathematics Skill (Project)	Suggested Activities	Intergroup Concept
Fraction	John Baker is a teacher and makes 2 1/4 times more money than Jim Doble who is a factory worker. Jim Doble earns $5,000 a year. How much does John Baker make? (If both are of different races, what race do you think each is?)	7, 11
Fraction	In America, for every black person there are about 9 white people. Therefore, _____ of the population is black.	9, 10, 12, 4, 1
Fraction	There are 30 people in a class. One-third of them are Protestants. How many people in the class are *not* Protestants?	2, 1, and 11
Fraction	Bill Carter is the father of a poor family. Yesterday he worked 5 1/2 hours at one job, 3 1/4 at another and 4 2/5 at another. How many hours did he work yesterday? Is that a lot of hours to work in one day? Should he get a lot of money from all those hours? (Why is he poor then?)	8, 10, 5 and 12
Fraction	Eight out of every 12 people in the United States are descendants of Europeans. What fraction of the population does that represent?	1, 2, 3, 9, 10, 11

A. Word Problems

Mathematics Skill (Project)	Suggested Activities	Intergroup Concept
Fraction	What fraction of the population did not come from Europe? Where do you think they came from? Why did so many people come from Europe?	1, 2, 3, 9, 10, 11
Decimals	Jane Jordan has a college degree and works as a secretary for $2.40 an hour. John Jordan has a college degree and works as a secretary for the same company for $3.80 an hour. If they both work a 40 hour week how much more does John make than Jane? (Is this fair?)	1, 4, 7, 8, 9, 11, 12
Decimals	The average white family has ____ cars per family. The average black family has an average of ____ cars per family. What is the difference between these two averages?	1, 7, 2, 9, 11
Decimals	If there are _____ white families, how many cars will they have?	1, 7, 2, 9, 11
Decimals	If there are _____ black families, how many cars will they have?	1, 7, 2, 9, 11
Decimal and Percent	_____ per cent of the United States is Puerto Rican. If there are _____ people in the United States, about how many are Puerto Rican? (Why are there so few?)	1, 2, 7, 9, 10, 11

A. Word Problems

Mathematics Skill (Project)	Suggested Activities	Intergroup Concept
Decimal and Per Cent	Of the total graduating class of 1972, _____ of the black and _____ of the white graduates continued their education. If the class of 1972 had _____ students, how many blacks and how many whites furthered their education?	8, 12, 2
Decimal and Per Cent	Last year, _____ nurses graduated from colleges. _____ of them were women. How many nurses were men?	7, 8, 5, 2
Decimals and Per Cent	Last year _____ doctors graduated from college. _____ of them were men. How many doctors were women? (Why?)	7, 8, 5, 2
Decimal and Per Cent	James Brown makes _____ on every record of his that's sold. Last month, people in Philadelphia bought _____ of his records. How much money did he get from those records? If he sold the same number of records every month, how much would he make in a year just from Philadelphia?	2, 3, 7, 10
Decimal and Per Cent	New York City sells _____ times as many James Brown records as Philadelphia. How much money does James Brown get from New York City?	2, 3, 7, 10

A. Word Problems

Mathematics Skill (Project)	Suggested Activities	Intergroup Concept
Decimal and Per Cent	Bobby Sherman gets _____ a record for his efforts. Last month New York City sold _____ of his records. That was _____ as many as were sold in Pittsburgh. How many were sold in Pittsburgh? How much money did Bobby Sherman get? For the year? (Why does Bobby Sherman get less per record than James Brown?)	2, 3, 7, 10

B. Data Collection

Collecting data and making surveys lend themselves well to intergroup relations because of the hypotheses and conclusions that can be drawn from the data compiled. Conclusions can be drawn relevant to individuals, groups, and the larger society in an attempt to dispel myths and stereotypes that are fostered by lack of group interplay.

The teacher should initially choose a topic for the survey and suggest a number of questions. Permit the class to add questions to the list and formulate a procedure for having students gather responses through reference books or actual community surveying. Once the responses are collected, summary sheets should be constructed and the various tabulations performed. Some calculations may be too sophisticated for a particular grade level, in which case these should be deleted. Pictorial representations, however, can be constructed from any sets of tabulations.

An example of such a survey follows:

Survey Title: **The Population of Harrisburg Elementary School**

Survey Question	Tally	Frequency	Ratio	Decimal	Per Cent
1. White 2. Black 3. Puerto Rican 4. Chinese 5. Filipino					
Totals					

After a survey tally sheet is completed, students can represent the findings on graphs, charts and mappings. Allow students to analyze their findings by initiating probing questions related to the material. For examples of tally sheets, graph forms and maps see appendices A, B, and C.

Students might keep folders with their individual survey sheets, a copy of the summary survey sheet, and the graphs, charts and maps that they may have constructed. They should also compile a list of analytic questions and the conclusions arrived at by the class.

Possible surveys related to intergroup education are:

1. Population Distribution (race, religion, ethnic groups, etc.)
2. Crime
3. Income
4. Employment
5. Education
6. Group Characteristics
7. Athletics
8. Politics

The mathematical skills necessary in this topic include addition, subtraction, multiplication and division of whole numbers, fractions, decimals and per cents, tallying ratio and proportion and averaging.

C CONSUMER MATHEMATICS

Consumer mathematics focuses on a number of skills that students deal with throughout their lives: the ability to handle money, wages and taxes; to discriminate between products; to be familiar with foreign currencies.

Using the students' knowledge of our monetary system as a foundation, the teacher should focus on the economics of the immediate community to provide students with insights into economic class, discrimination in wages, housing, taxes, product quality and pricing, and the welfare system.

Quality and Pricing Policy

Highlighting this section might be the question, *Do products of the same quality sell for the same price in all locations?* Have students make a list of products, and by means of advertisements, telephoning or visiting stores gather information concerning these products. A possible list of questions that students should note are:

1. The product
2. The price of the product
3. The name of the store
4. The location of the store
5. The predominant race of the neighborhood (if not race, religion, ethnic group, etc.)
6. The condition of the neighborhood
7. Are there any guarantees on the product
8. Can the product be bought on time

From the gathered information concerning the products and people who purchase them, the teacher should lead the class to some possible conclusions regarding the quality of merchandise sold in various stores and the prices of this merchandise. Are prices generally higher or lower in black neighborhoods? Is the quality of the product different from neighborhood to neighborhood?

Through such questioning students should be able to ascertain various forms of discrimination in the quality and pricing of products.

Monetary Systems

After a thorough consideration of our own currency, the teacher should focus attention on the currencies of other countries, especially those with which this country trades, or immediate neighbors, and those international currencies which affect the value of our money. The students can make comparative tables and charts of the monetary systems of the world and make maps that label countries by their respective currencies. Have students practice converting dollars and cents into other currencies. Choose currencies which convert evenly (whole numbers); then select those that require fractional and decimal equivalents. Currencies and currency values can be found by consulting any local bank.

Economic Discrimination

The most widespread forms of discrimination are economic. It not only spans racial sexual lines but more pervasively is responsible for class differentiation throughout the world. The specific areas of concern are:

1. Quality and Price of Products
2. Housing
3. Wages
4. Taxation
5. Medical Care
6. Welfare

Quality and Price of Products

The teacher should introduce the concept of economic class to students in conjunction with other topics regarding the quality and prices of products available to various people. Focus on the concept that economic class is an artifically imposed form of discrimination as well as a racial and sexual one.

Housing

The class, by means of field surveys, newspapers and actually calling real estate agents and rental agencies, can ascertain the rates and prices of housing accommodations in various sections of the community. Several categories should form the basis of such inquiries:

1. Type of housing (home, apartment, trailer, etc.)
2. The rent or sale price
3. The income of the residents
4. The race, ethnic group of the occupants
5. The condition of the housing
6. The condition of the neighborhood
7. The race, ethnic group of neighbors

From individual surveys, summary reports can be made regarding sections of the city and the racial, ethnic and income group of the occupants of housing. Ask questions relating to groups and income levels of forms of housing and neighborhoods. How are housing patterns formed? Do people often have a choice to live where they please? Do housing patterns intensify segregation of socioeconomic groups? Have students find average housing costs and the average income of people who live in certain housing.

Wages

Are wages determined only by the amount or type of work that an individual performs? Make a list of occupants and have students find out average salaries. Also have students ascertain the sex and race of people in particular jobs. Why do women and minorities hold so many lower paying jobs? Students might also concentrate on a particular job and interview people from different racial, ethnic, religious and sex groups. Have them make comparative lists of the salaries these people are paid for the same work. Are people paid the same for the same work? Does the amount of education that a person has have anything to do with the type of work that they do or the amount they are paid?

Taxation

The amount of taxes that people pay differs from each income group; also people pay state and city taxes in some instances. All owners of property are required to pay taxes as well. Some taxes are graduated and some are fixed. Property taxes pay for public education and other taxes pay for the maintenance of government and municipal services. Tax tables can be acquired from the IRS for student use. Students can determine the degree to which federal taxes are graduated. Even though the higher income group is supposed to pay the largest tax, is this always so? Why not?

Have students determine the tax that should be paid by a person in their community who has a house assessed at $30,000, etc. Are the local property taxes in each community the same? Have students figure out how much their parents pay in property taxes. Do property taxes prevent some groups of people from living in certain locations?

Have students figure the following taxes on appropriate tax forms:

1. Federal Income Tax
2. State Income Tax
3. Local Income Tax
4. Property Tax (schools)
5. Sales Tax (foods, candy, luxury items)

Engage the class in discussions concerning the need for and use of such taxes. Why do some communities require more tax assessments than others? Examine the tax situation of a large community (you can set up a hypothetical one) with a diverse population (racially, ethnically, economically). With so many taxes why do some groups continue to be so poor? Do taxes in effect burden the poor and elderly unduly? Are the amounts of taxes and tax bases equitably distributed among the population? Could the class construct a more equitable tax system?

Medical Care

The quality and cost of medical care varies from community to community, oftentimes even within a particular community. Have students generate a list of the medical facilities (hospital, clinics, etc.) and or specialists (by specialty) in their community. Determine the cost of a routine appointment as well as other services from the most elementary examination to complex operations. Compare and rank the costs of each hospital, and clinic, and individual doctor's fees. Compute the average cost of health care not only at each facility but also for particular kinds of care (broken bones, tonsils, dental, births, etc.) and room rates by writing letters to hospitals and/or the state health insurance commission to determine the same costs in other communities. Compared with those in your community what is the difference in rates? When visiting hospitals, emergency rooms, clinics, and private physicians, ascertain the number of people waiting, how long they must wait, what is the race or ethnic group of these people. What facilities are the most crowded? What are the rates for various services? How long does the average person wait during peak hours? Thus, do those who have less money or are of a particular race get less speedy service? Do the room rates of some hospitals exclude certain people because they can't afford them?

Insurance: Various types of health insurance are available to people through their employers or Blue Cross. What are the average rates of insurance for Blue Cross? Have students ask their parents what they contribute to health insurance. Can all people afford such insurance? What groups cannot afford it? Try to determine why some groups cannot afford this insurance. Have student fill out medical insurance claim forms and perform the various arithmetic operations to get totals.

If you can establish statistically that health care excludes certain groups of the population and/or paying for such care creates undue hardship for them discuss the role of health care in our society. Is it discriminatory? Should it be a service to all people regardless of their income? What groups are most directly affected by the preferential treatment patterns of health care institutions, etc? Have the class determine a national health care system with hypothetical rates.

Welfare

Since increasing questions are raised and stereotypes fostered concerning welfare, an initial exercise might be given to students to determine the extent of knowledge of welfare.

		True	False
1.	Welfare is a privilege	☐	☐
2.	Most people on welfare can work	☐	☐
3.	Most children on welfare are illegitimate	☐	☐
4.	Welfare takes most of your taxes	☐	☐
5.	Welfare recipients live well	☐	☐
6.	Most welfare recipients are black	☐	☐

The answers to all of the above questions are false. Have students gather data to substantiate their answers.

These questions will provide the teacher and students with an overview of *where they are* in terms of their knowledge of the welfare system. Question 6 of the exercise might be a jumping off place for a discussion of the misconceptions that many harbor relative to race and welfare. People tend to focus on the cities when welfare is discussed simply because of the high concentration of people. However, the majority of welfare recipients do not live in the city but in suburban and particularly rural communities.

Have students gather data concerning the number of people in the community who receive welfare. What per cent of the local population is this? What is the average income of these people? What is the race, ethnic, sex distribution of these people?

Have students find out (or provide teacher with) what the government considers to be the minimum standard of living of a family of 2, 3, 4, 5, etc. Match this standard with the average welfare compensation given to families of the same size. What is the difference between these two (or how far below the poverty level are welfare people living)?

What per cent of the national budget goes to welfare? Is this a large percentage (or how much of each dollar is contributed to welfare funding)? Of the federal tax that you pay, how much of that is devoted to welfare? Students should realize that a minimal amount of taxes goes to welfare.

Why welfare? Have you determined the unemployment rate in your community and why people are unemployed (lack of education, discrimination in jobs, etc.)?

Students should begin to discern a pattern of unemployment, the groups that are generally the least employed, and why. Does welfare demean people? What about the quality of life they must endure?

The welfare topic (because of its complexities) should be a culminating topic relative to employment, taxes, education, etc. All of the contingencies which force people in many cases to go on welfare are functions of these other topics. The primary emphasis on welfare should be that all people are entitled to it, no particular minority group dominates welfare roles, that welfare funding is a small fraction of individual taxes, welfare recipients would lead better lives if they could work (but most are not able to).

Welfare is demeaning to one's self-esteem and the quality of existence but most people have no choice but to accept it.

As a culminating exercise in consumer mathematics, the class could construct a statistically ideal working model of a society taking into account all of the subtopics herein, distributing all benefits to all groups equally.

D. Graphing

Graphing is a pictorial way of expressing relationships. Several types of graphs should be studied and the student is expected to produce graphs from data and interpret graphs which have been produced to show some variation of dependent quantities. Students should be given the opportunity to select the type of graphic representation they prefer for a given situation.

The pictorial representation of data is a skill which crosses disciplinary lines (social studies) and is directly related to data collection. This type of representation is a device which allows the student a means of quickly reviewing a body of data. The four types of graphs that should be considered are the picture, bar, line and circles graphs. The picture graph is the least sophisticated form of graph and can be taught on any grade level, while the circle graph requires the estimation of per cent, a high mathematical skill.

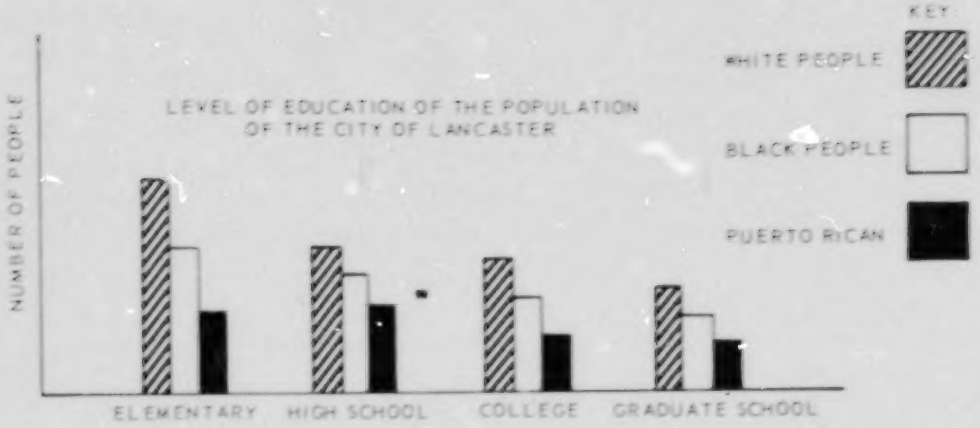
Graphs with information pertinent to the intergroup experience should be constructed by the teacher and the findings discussed. Gradually the teacher can initiate a sequence that ultimately requires students to construct their own graphs from given bodies of data. This final requirement may be too sophisticated for lower elementary children.

An example of a line graph sequence follows:

Present the class with the graph:

Ask the questions: What group of people had the largest number to reach high school? *Why do more white people graduate from college than black people and Puerto Ricans combined?* Questions of this nature will draw out reactions that will allow the teacher to explain or the class to deduce form of discrimination in our society. Eventually the teacher can move to a situation which requires the students to construct their own graphs, such as:

Construct a bar graph which reflects the following information.



Racial Make-Up of Several NBA Teams

Blacks_____ Whites_____ Puerto Ricans_____

After each student constructs a graph showing this information, have them try to analyze the reason behind the greater number of blacks on such teams than other groups. Why is this so? Are blacks necessarily better athletes?

At all times the teacher should reinforce the idea that data can be misinterpreted and misunderstood.

For each type of graph have the students keep folders of the graphs they have made and the questions and conclusions that have arisen out of the information presented by the graphs.

Appendices D, E, and F cite examples of graphing forms that students can use for picture, bar, line and circle graphs respectively.

E. Measurement

Measurement is a very diversified and very important topic. The student is expected to measure with a variety of measuring devices and should then be encouraged to make calculations with the measured values.

Measurements should include not only the geometric ideas of length, area, volume and angles but also time, temperature and weight. The metric system should be introduced as well as continuing the use of the English system.

Students will measure the height of other students in class and tabulate according to some group characteristics: that is, color, religion, ethnic origin, sex). Take an average of heights within each category (may need more classes involved so that averages would be more valid) and compare. Are certain groups taller than other groups? Discussion should follow.

If you are in communication with other schools (of a basically different group than yours) you can compare measurements of things found in neighborhoods of the different groups, using both metric and English systems of measurement.

For example: cars, age of cars, size of houses, age of houses, etc.

When you are studying the systems of measurement of different civilizations used, raise these questions:

1. Why did different systems evolve?
2. What were the good points and bad points?
3. Was any one of them better than the others?
4. Has time always been the same?
5. If someone says, *I'm 60" tall,* and someone else says, *No, you're 5' tall.* Who is right?

F. Flow Charts and Sequences

Flow charts are used to develop within the student a sense of logical ordering that will be useful in all mathematical dealings. Long used to show the different processes of algorithms, flow charts are now also being utilized to increase and enhance logical thinking and the ordering process.

Once students have shown proficiency in flow charting, they are already well on their way toward understanding mathematics in general and sequences in particular. Sequences are valuable in the elementary process of counting and in determining the next item in a given series.

To help introduce the concept of flow charting, the teacher may wish to draw upon the past experiences and feelings of the students. To begin with, the teacher may give several steps involved with an intergroup problem and have the students order those steps and develop a simple flow chart.

As the students progress in their skill, the teacher may choose to give only the problem situation and have them produce both the steps *and* the ordering necessary for a logical flow chart.

Activities

1. In five or more steps:

   a. Write a flow chart on going to the neighborhood corner store.
   b. Write a flow chart what you do between school and dinner.
   c. Write a flow chart on what happens when you hit your little sister or brother.

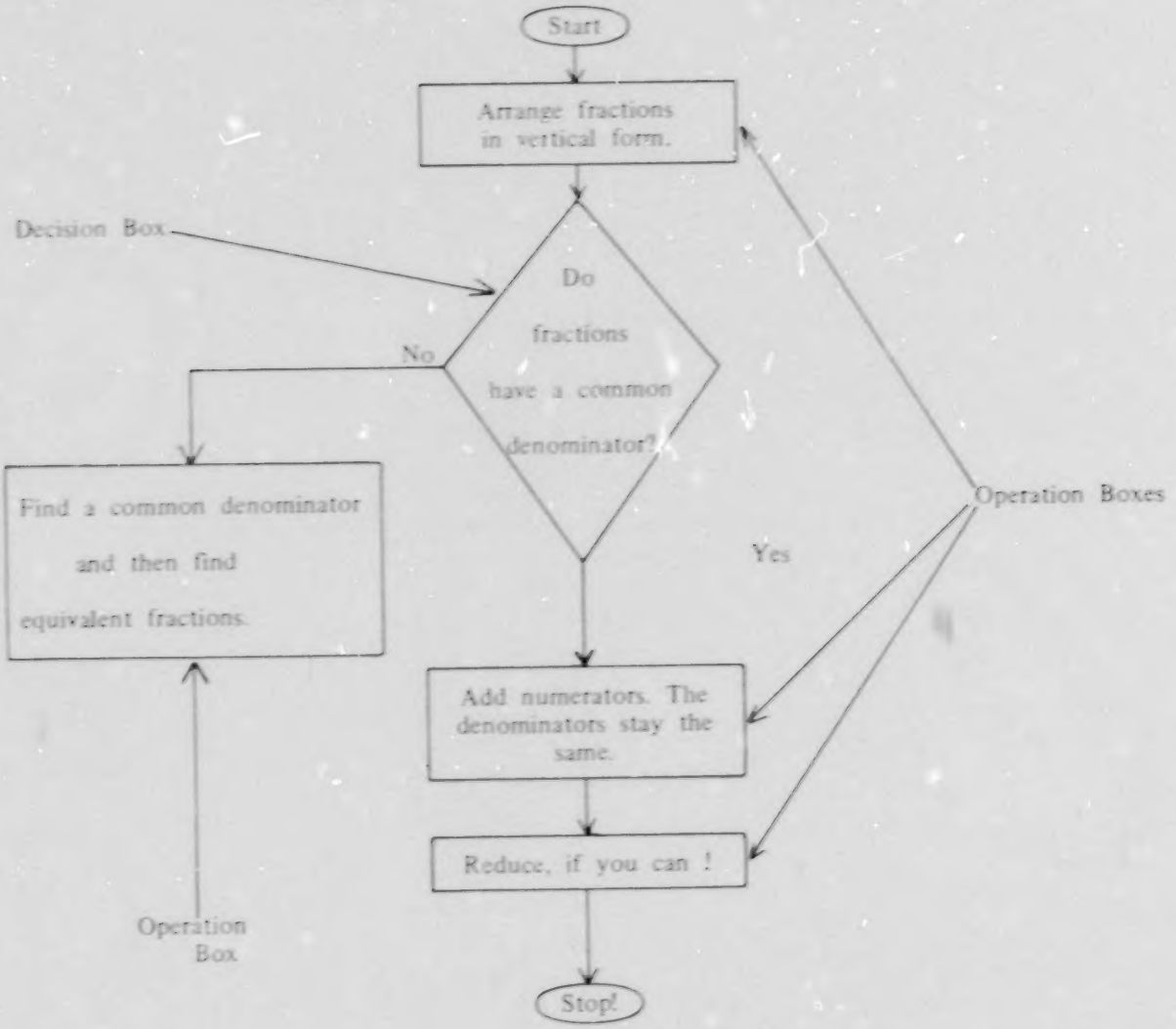
2. In at least 10 steps and at least one decision box:

   a. Write a flow chart of what you would do on a typical weekday.
   b. Write a flow chart of what you would do on a typical Saturday.
   c. Write a similar flow chart of what you think your parents would do on a typical Saturday.

d. Write a flow chart on what you think a typical day would be like in the life of a person who has had an entirely different background from yours (different race, sex, religion). For a typical weekday and Saturday. For parents of that person.

Here is an example of how flow charts are used to perform algorithms.

How to Add Proper Fractions



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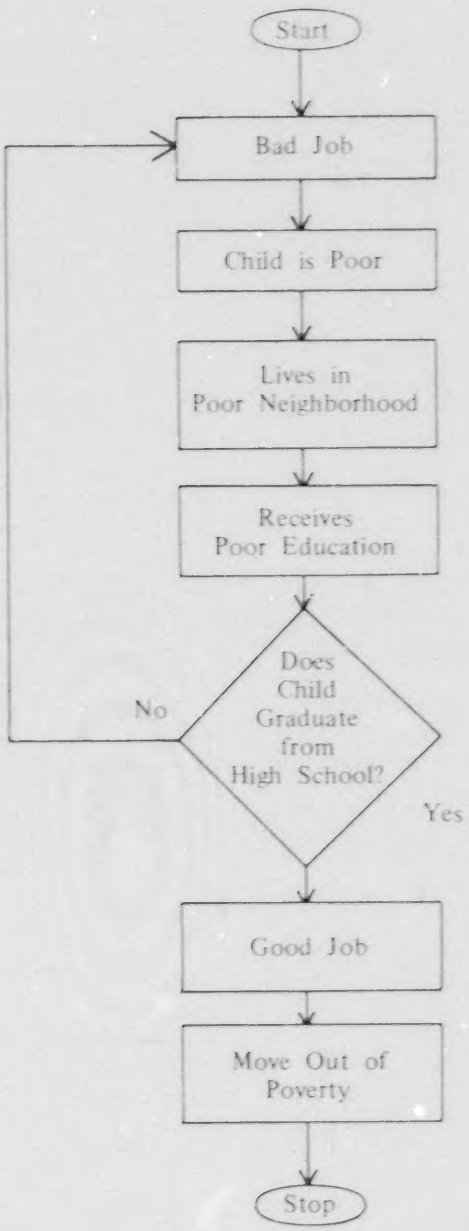
The following Flow Chart is one in intergroup relations (simplified).



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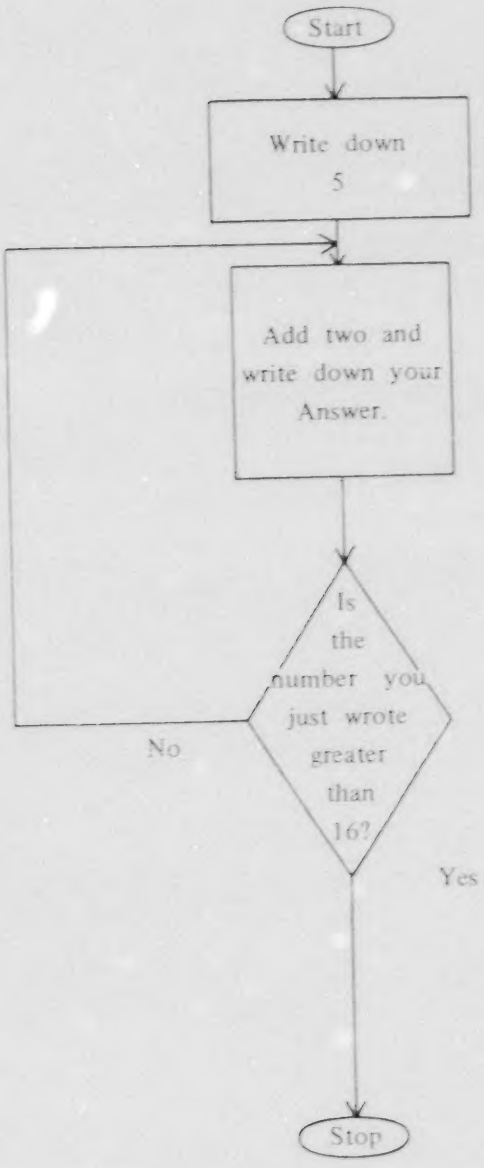
The logical next step from flow charts is sequences.

Using Flow Charts to Introduce Sequences



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Sequences

Sequences, in conjunction with flow charts, develop logical thinking and reasoning ability. In the intergroup context, sequences can be utilized to establish sociological patterns, and the various roles and interrelationships an individual assumes with one's peers, ethnocentric groups, and the larger society. Religious, environmental and economic factors in large part determine an individual's station in society.

To implement this topic, a sequence could be introduced as follows:

A. A completion sequence requiring the student to choose a word that completes a pattern.

Example - Poor → Black → Bad Education → Bad Environment → Bad Job

This approach will foster discussion focused at a logical cyclical outcome of such an environment and race.

B. Completion sequences with a great number of blanks to be filled in. Using intergroup relations to introduce sequences.

Example - Girl → Not expected to do much → Gets Dull Job → Gets Married to get away from job. → Has Daughter → Girl

Teacher should have students develop other sequences.

1. Blacks meeting discrimination at jobs.
2. Poor people being charged more for materials in their area.
3. Catholics raising Catholic children, etc.
4. White people growing up in all-white neighborhoods - never seeing a person of another race–but still prejudiced.

Students, by developing a flow chart for a particular sequence, will see that the pattern is a direct result of a logical progression.

The ability to give reasons for patterning and completions of patterns provides an apt lead in for work dealing with numerical sequences. The student is thus prepared to state reason for the choice of a particular number to complete a sequence.

Example

1	2	3	4	___	___
2	4	6	8	___	___
1	_	5	7	9	

G. Sets

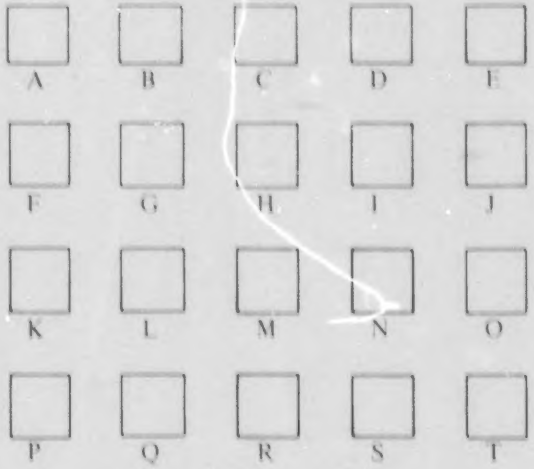
Sets should be introduced to help the student think of groups of objects and the ways in which these groups may be related to each other and interact with each other.

There are certain types of problems which are particularly well adapted to solutions by the set approach, and some of these should be considered.

G. Sets

Mathematics Skill (Project)	Suggested Activities	Intergroup Concept
A. Definitions and symbols of element, set, null set and their respective notations.	A. The level is dictated by the complexity of an example and the amount of information the teacher might want to extract from it. 1. The set of figures F = {S} (physical characteristics) All people have the same number. Do all races? Religions? Sexes? 2. The set of races R = {white, black, oriental} All are people who differ only in skin color. 3. List all the physical characteristics that are the same for all people. (hands, fingers, toes, eyes, etc.) 4. List all of the characteristics that differentiate people. (color, religion, culture, sex, etc.) 5. Construct sets of people that demonstrate various characteristics. 6. The set of green people - ∅	A. Individual as one of a species with various external characteristics (1, 2, 3, 7). The society is made up of people who have different traits.
B. Equivalent sets and equal sets	B. 1. The set of five black women and the set of five white men. {BW, BW, BW, BW, BW} = {WM, WM, WM, WM, WM} (equivalent sets) 2. The set of Chicano women = the set of female Mexican-Americans	B. All individuals and groups are *equal* regardless of their appearance if the number of them is the same.

Mathematics Skill (Project)	Suggested Activities	Intergroup Concept
INTERSECTION	C. The topics intersection, union and complement will be illustrated through the use of diagrams or similar pictorial representations. An interesting mechanism for practicing these skills (including subsets) is a series of faces with various skin colors, facial characteristics,hair styles, (sexes, etc.) with each face assigned a set letter. Find the intersection of set (Face-C) and set (Face - F).	C. People can demonstrate that various characteristics still have commonality. Characteristics may be exclusive to one group or several groups.

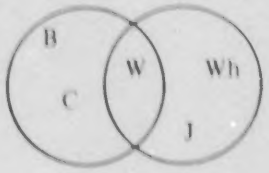


C ∩ F = The student is to find the face that has only those characteristics of the intersection of these two. If the array of faces does not include this particular face the student can: 1) Draw such a face
2) Say the answer is the null set

(See Appendix G)

1. Find the intersection of black Catholic women and white Jewish women.

{B, C, W,} {Wh, J, W}



Mathematics Skill (Project)	Suggested Activities	Intergroup Concept
UNION	D. Find the union of the sets of Blacks, Chicanos, and Orientals and the sets of whites and Indians. {B, C, O} ∪ {W, I} 	D. The society of *human beings* is united regardless of various differentiating traits.
COMPLEMENT	E. Find the complement of the set of blacks (races). 	E. Some characteristics are common to all groups except one (or a few) Ethnocentricity - isolation of one group from another
SUBSETS	F. Find the subsets of the parent set {black eyes, curly hair, thin nose.} The offspring sets might be: {BE, CH, TN} ∅ {BE, CH} {BE} {BE, TN} {TN} {CH, FN} {CH}	F. Characteristics of people are passed from one generation to another (genetics)

H. Geometry

A. Shapes (polygons)

The teacher may introduce some of the regular polygons (triangle, rectangle, pentagon, hexagon, octagon, decagon, etc.) to the class and ask them to comment on the shape of each one. Each shape is distinctive and different but each belongs to the *family* of polygons (many sided figures).

A discussion may develop concerning the *good* and *bad* points of each shape or if one shape or another is inherently *good, bad, better* or *worse*.

Activity - ask students to draw a certain polygon and after they are finished, tell them to shade it in. Is the figure still the same polygon? Has anything substantial changed?

Practically all the concepts of intergroup relations can be emphasized by comparing basic differences in shapes and the basic external differences in human beings (color, sex, other physical features, etc.).

B. Assumptions and Proofs

In geometry, nothing can be proven without several basic assumptions or axioms. You start with these assumptions and through their logical manipulation you arrive at a conclusive statement, or proof.

A discussion may develop by asking if one, personally, uses certain assumptions about particular people or groups of people to *prove* (or in reality, rationalize) one's own negative feelings toward those people. Could prejudice be called an assumption?

Resource - The Nature of Prejudice, Gordon Allport

C. Vocabulary

Certain vocabulary words in geometry lend themselves very well to an intergroup approach. Words like parallel, congruent, similar and other words have applications in looking at people as well as polygons.

Examples: *Parallel* - extending in the same direction and at the same distance apart at every point, so as never to meet (or meet at infinity).

You can also discuss *parallel* in social terms while at the same time reinforcing its geometric definition.

1. Can one person parallel the life of another person?
2. Can one race (or group of people) parallel the achievements, attitudes, morals, etc. of another race (or group of people)?
3. Have students investigate the idea of parallel civilizations.

Congruency - of the same size and shape (an exact duplicate?) Can any two people be congruent? (What about twins?) What about in the eyes of the law? (Should they be?) Place an individual from a familiar environment into a foreign environment for a period of time. Is this individual congruent to the previous person? (Going perhaps, beyond just the physical aspects) Change the color of a person - is the person congruent to the previous one?

Similar - having the same shape, but not the same size or position.

The same questions asked for *congruency* can be asked here.

I Algebra

Algebra is important because it has the effect of generalizing arithmetic and is also very useful in solving equations and formulas that are used frequently. The algebraic approach is useful in dealing with inequalities and the way in which one symbol can be used to express many values is of special intergroup interest.

Many parallels can readily be seen between the algebraic processes and some of the intergroup education concerns. For example, algebra is based on the use of symbols. In the concepts, symbols can become traits common to all people and their equalities and inequalities can be demonstrated. Sets can be used to group individuals, people with similar or different traits, etc. Positive and negative integers can be related to views of positive and negative values in society. Equations can be compared with the list of concepts themselves and with efforts to make statements regarding general human behavior patterns.

IV. APPENDICES

Appendix A

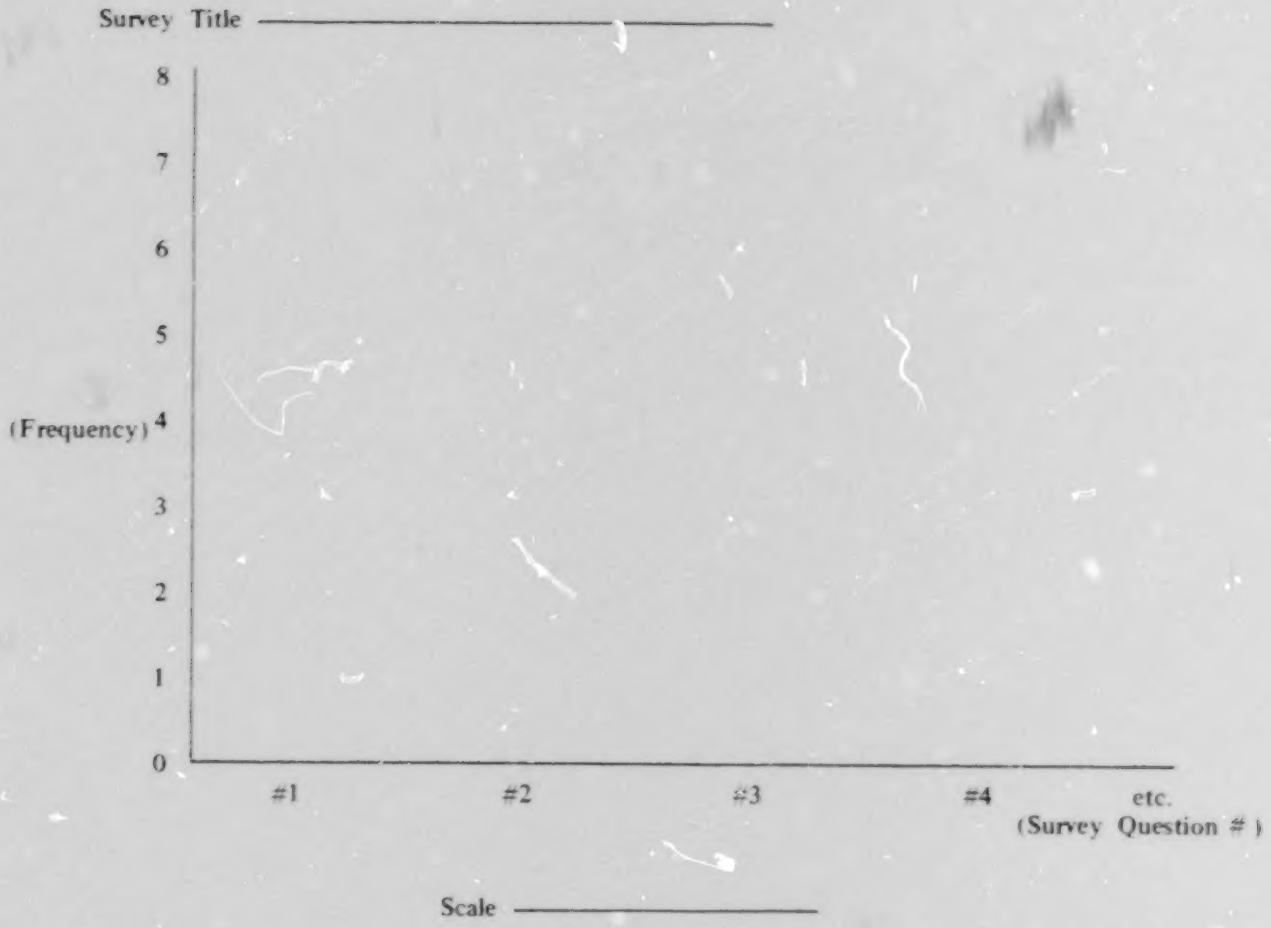
DATA COLLECTION - TALLY SHEET

Survey Title ----------

Survey Question	Tally	Frequency	Ratio	Decimal	Per Cent
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Totals					

Appendix B

DATA COLLECTION - GRAPHING*



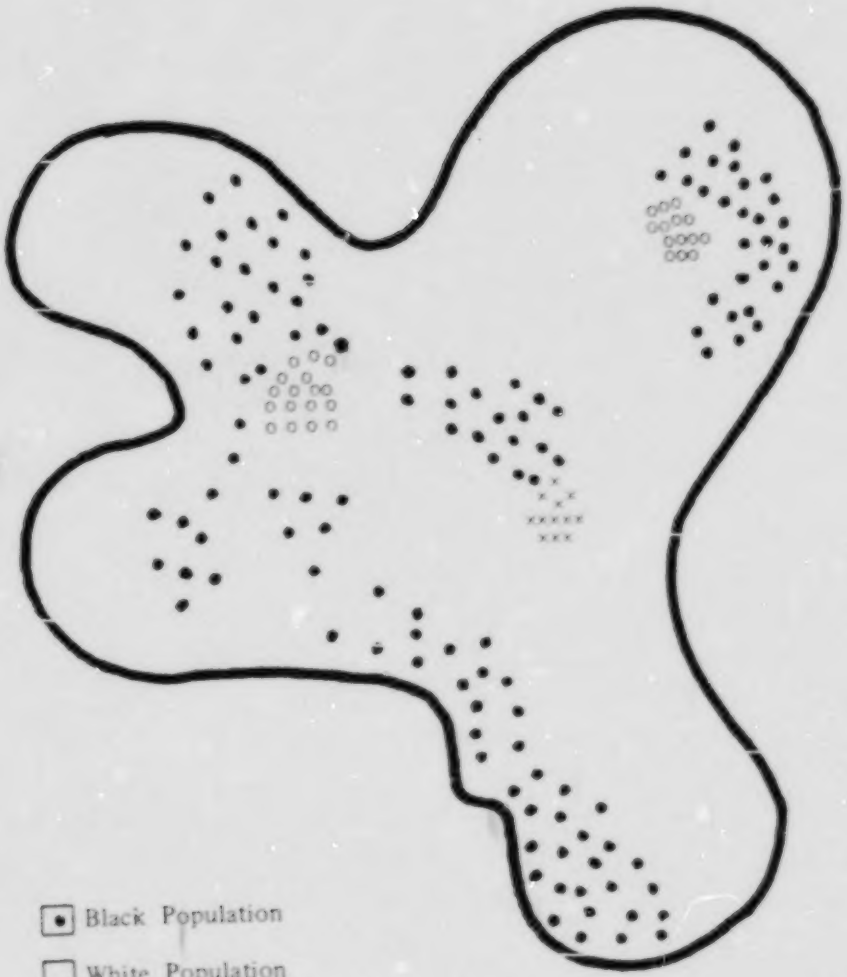
*Any form of graph may be used to depict the results of a survey. However, traditionally the bar and line graph are used. The circle graph is used for economic surveys.

Appendix C

DATA COLLECTION - MAPPING

Population Distribution - Race

(City, County, State, Country, World)



KEY -
- Black Population
- White Population
- Chinese
- Puerto Rican

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Appendix D

PICTURE GRAPH FORM

Title _____

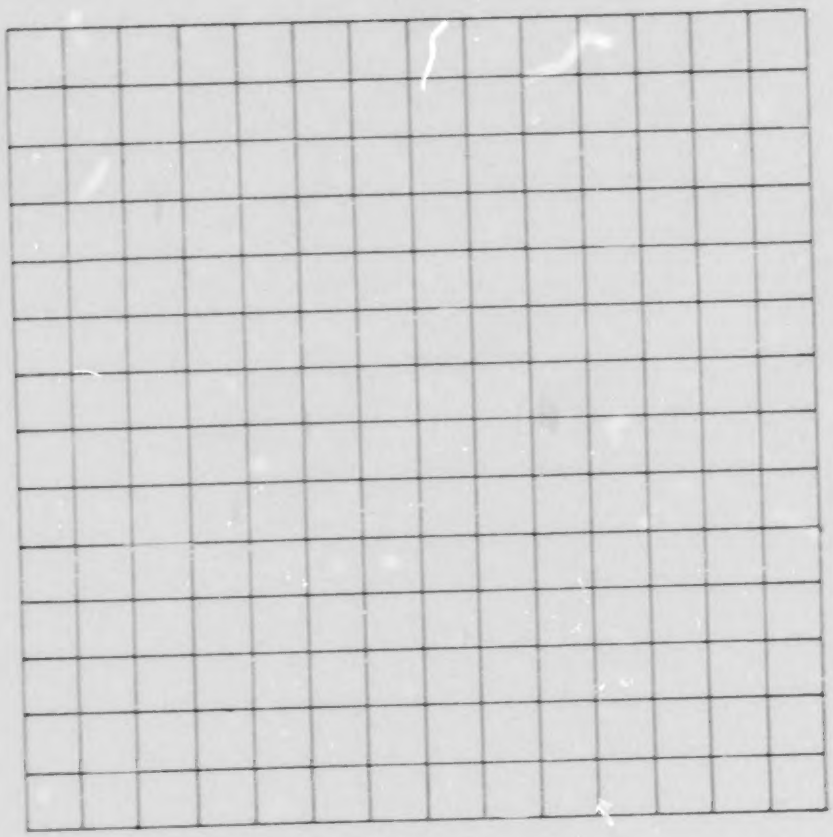
CATEGORIES	PICTURES

Scale _____

Appendix E

BAR AND LINE GRAPH FORMS

Title _____



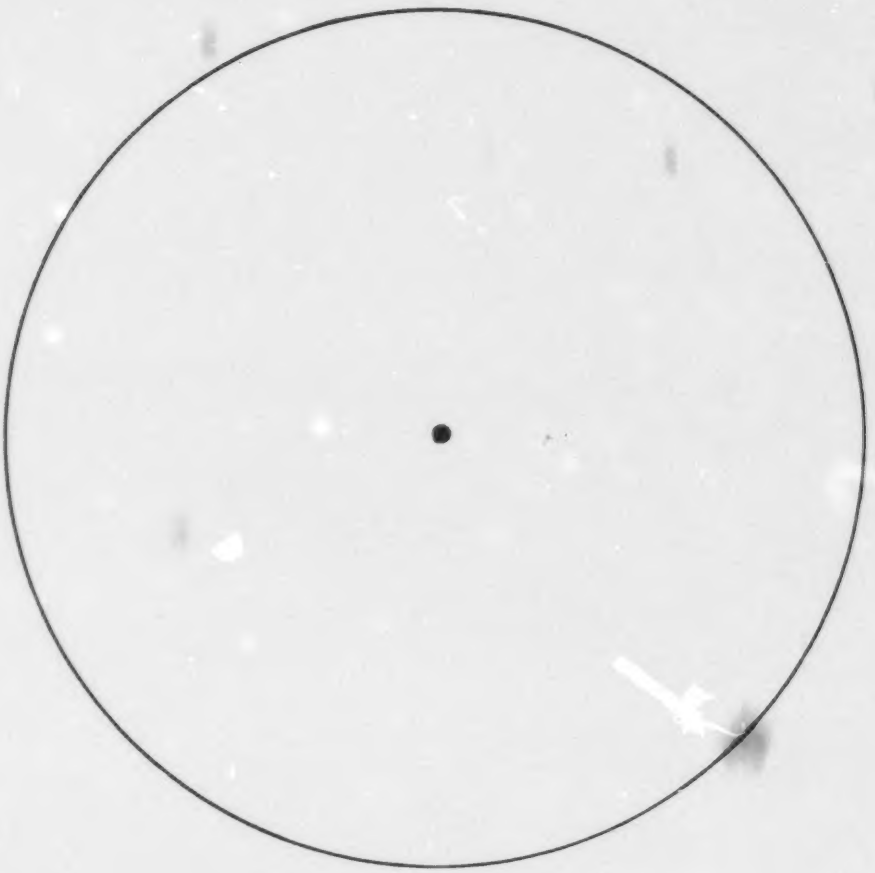
Vertical _____

Horizontal _____

Scale _____

Appendix F

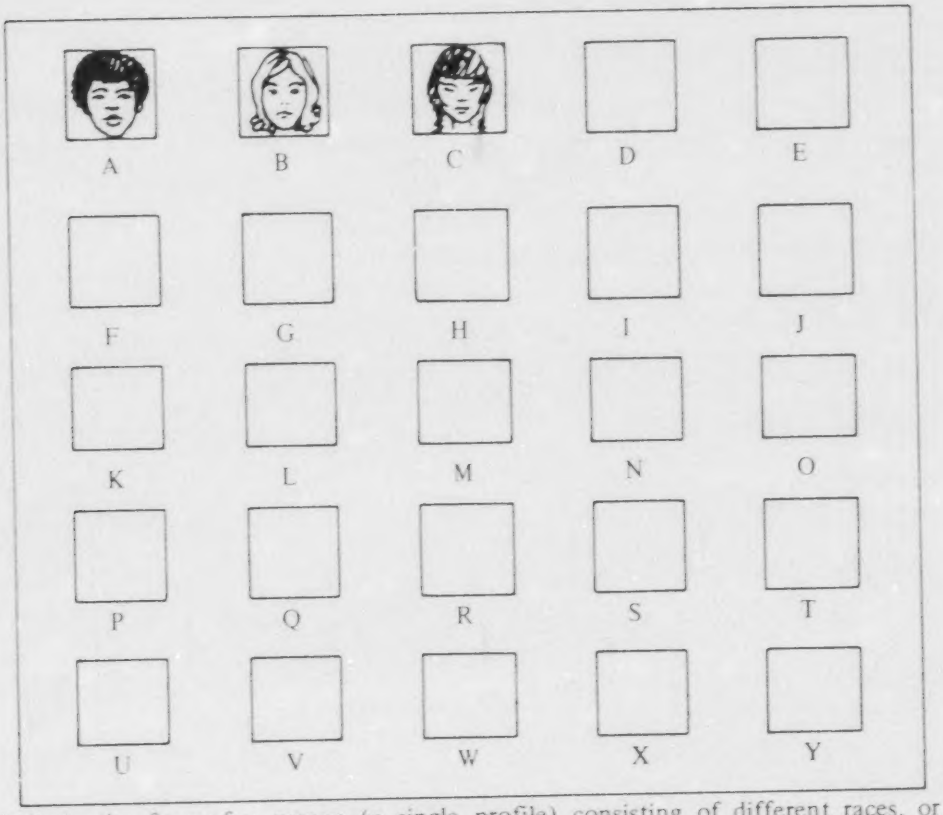
Title _____



Appendix G

SETS
(Intersection and Union)

*Face Array**



* Include the face of a person (a single profile) consisting of different races, or sex. Have students determine a list of characteristics which differ from face to face, i.e., skin color, facial hair, type of eyes, type of nose, type of lips, etc. These characteristics will form a set (or pool) which will encompass all of the characteristics on individual faces. Each face of the array should be made up of a combination of these characteristics.

How to Use the Array

General: Define the set of facial characteristics. What would a face representing the empty set look like (draw or describe)? Is the empty set represented on the array? What do all of the faces have in common? Have students write in set notation the set describing several or all of the faces in the array, e.g.
Set C = {white skin, full lips} Set P = {almond eyes, thin nose}

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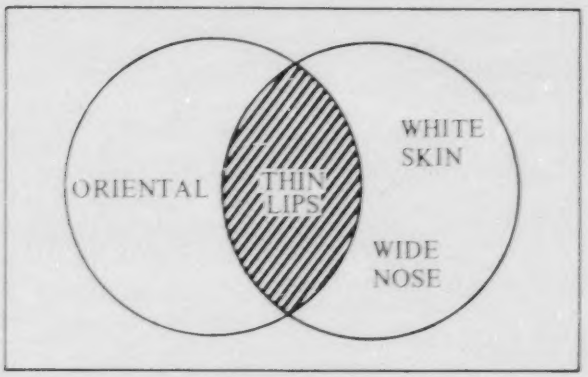
Intersection

Have students find the intersection of two of the faces. For instance, the Set D = {oriental, thin lips} and the Set H = {white skin, wide nose, thin lips} would have an intersection of *thin lips*. Is there a face on the array that has no facial characteristics except thin lips? If this face is not included on the array, (1) have the students draw what the face would look like (2) in terms of the array the answer would be the null set.

Union

Choose any two sets and have the students find the union of these two sets using the same procedure as that for the intersection of sets above. Another activity which can be included as an option for a solution set would be a Venn Diagram.



OR D U H = {Oriental, white skin, thin lips, wide nose}

Is such a person on the array? Why not? The problem is a person cannot have two shades of skin. If an Oriental's and a white person's skin colors were blended, what would the resultant skin color be? Have students draw this face.

Subsets

Suppose the Set P = {black skin, male, thin lips} were called the parent set. Can we list the possible *offspring* of this parent set? The *offspring* of this parent set are the subsets of it.

Parent Set P =	{black skin, male, thin lips}
Subsets (Offspring)	{black skin, male, thin lips}
	{black skin, male}
	{black skin, thin lips}

What are the other subsets?

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APPENDIX H

Mathematical Skills

- Algebra
  - Equations
  - Exponents
  - Factors
  - Integers
  - Sets
  - Substitution
  - Symbols
  - Terms
- Consumer Mathematics
  - Money
  - Wages
  - Taxes
- Data Collection
  - Addition
  - Averages (mean)
  - Division
  - Fractions
  - Frequency
  - Multiplication
  - Per Cent
  - Proportion
  - Ratio
  - Subtraction
  - Tallying
- Decimals
  - Addition
  - Division
  - Multiplication
  - Subtraction
- Fractions
  - Addition
  - Division
  - Multiplication
  - Proportion
  - Ratio
  - Subtraction
- Flow Charts
  - Sequences
  - Addition
  - Division
  - Multiplication
  - Subtraction
- Geometry
  - Dimension
  - Figures
    - Shape
    - Size
    - Square
    - Rectangle
    - Triangle
    - Pentagon
- Graphing
  - Picture
  - Bar
  - Line
  - Circle
  - Number Line
- Measurement
  - Linear
  - Liquid
  - Time (Calendar, Clock)
  - Weight
  - Numeration Systems
- Per Cent
  - Addition
  - Division
  - Multiplication
  - Subtraction
- Sets
  - Complement
  - Equal
  - Equivalent
  - Intersection
  - Null Set
  - Subsets
  - Symbols
  - Union
  - Venn Diagrams
- Whole Numbers
  - Addition
  - Division
  - Multiplication
  - Subtraction

Science

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INTRODUCTION

The content of some science areas may not lend itself readily to the inclusion of intergroup concepts. Nevertheless, scientific studies have at least four important kinds of contributions to make in this area. They can

1. Help students distinguish between scientific fact and myth, and thus understand *pseudo* scientific evidence used historically to support discrimination.

2. Help students understand and appreciate real human differences and similarities, and to distinguish scientific fact from prejudice.

3. Show students that members of both sexes and of all races, ethnic groups and religions have made significant contributions to scientific knowledge (especially important in light of the status attached to science in the present era) and, in doing that, can

4. Help students understand–by experience and example–that scientific careers are open to and appropriate for people of both sexes and all ethnic, racial and religious groups.

Concept I All human beings belong to one species.

Objective: A. The students will define the concept of race as varieties of humans within one species.

Activities:

1. Elementary

   a. Discuss the concept of varieties produced by selective breeding using examples such as breeds of dogs (cocker spaniel, collie, etc.) or types of chickens. Explain that those features which we call racial differences came about by geographic isolation.

   b. Mark on a world map the geographic origins of the races.

   c. Prepare a bulletin board display of pictures of persons of varied racial types.

   d. Examine body features--size, handprints, hair colors, eye colors, etc. Illustrate how humans differ physically in a class activity. Then construct a game where children identify ways in which we are alike. As a final emphasis, the points experienced by students should show we are all humans of one kind, but with differing physical characteristics.

2. Secondary

   a. Discuss the concept of a species being a collection of similar organisms which may interbreed and produce fertile offspring. Only one species of Homo sapiens exists today.

   b. Distinct groups of individuals with similar characteristics are arbitrarily called races. These races arose as groups of persons, and became geographically isolated. Dissolution of racial lines occurs with breeding among racial types, indicating genetic compatability, or proof of a single species.

   c. Prepare a bulletin board display of pictures of the major racial types.

   d. As part of a unit in genetics, solve genetic problems dealing with distinct genetic characteristics of races, such as sickle cell anemia among blacks.

Objective: B. Students will show that each species reproduces only its own kind.

Activities:

1. Elementary

   a. Have the class plant packets of seeds and allow them to germinate. Observe that the seeds can produce only the type of plants from which they came.

   b. Prepare cuttings from geraniums, coleus or ivy plants. Note that each cutting reproduces only the species of plant from which it was taken.

   c. Incubate fertilized chicken, duck or turkey eggs.

   d. Have the student list characteristics such as hair color, eye color, shape of nose, etc. which are common to other members of their families.

2. Secondary

a. Mate mice or hamsters for several generations. Note characteristics such as coat color and trace them from parent to offspring.

b. Discuss the role of mutations in human heredity, and the causes of mutations such as diseases, radiation, drugs and chance.

c. Have students complete a genetic chart for selected family traits to underline genetic transfer within a species through breeding.

Concept II **Difference is a reality of the human experience.**

Objective: A. Groups of humans adjust to the biological and physical characteristics of their environments by adapting their cultures in such a manner that their chance of survival is increased. As environments change, cultures must change or risk extinction. The rich diversity of human cultures is a result of successful past and continuing adaptation to a broad range of environmental conditions. No culture is superior to another.

Activities:

1. Elementary

a. Have your students determine a series of hand signals which communicate needs without the use of verbalization (for example, rubbing the stomach and pointing to the mouth to indicate hunger). Discuss the survival value to all humans of these nonverbal means of communication.

b. Invite someone who is bilingual to address the class in a foreign language. Then teach the class several words or phrases in that language to show that they can adapt and learn to communicate in that language.

c. Discuss why the human need to care for their young for many years after birth makes a family grouping necessary, thus forming the nucleus of social structure, eventually leading into clans, tribes and nations. Discuss variations in the concept of family, both in terms of group identities and in terms of historical changes. Discuss for example, the working mother.

2. Secondary

a. Raise a wild culture of fruit flies (Drosophila). Separate several pairs of a distinct genotype and transfer to another colony. Allow to reproduce and the young to become adult. Repeat the process until you obtain what might be considered pure strains (races?). Cross breed these *races* until the wild type is reached once again.

b. Examine the biological classification of humans to highlight that we are Homo sapiens–one species only.

c. Discuss the effects of isolation upon species development. Use the isolated Galapagos Island species as an example. Note the unusual species which are found here, such as giant turtles and large reptiles. Use Darwin's Finches as an example of speciation.

d. Trace examples and use media to show the effects of climate on individuals living in a particular area with special attention to the cultural habits that accommodate the climate.

e. Have the class invent a new language. Assign a school day when the language must be used exclusively (in school). Have students discuss the effects their language isolation had on them during this experience as well as the reactions of others toward them.

f. Discuss conditions to which our culture is presently adapting. Include:

- The Civil Rights Movement
- The Women's Movement
- Space Technology
- Environmental Technology

Objective: B. Living things are affected by their physical environment.

Activities:

1. Elementary

a. Take two coleus or geranium plants. Place one near a window and the other in a darkened closet. Record your observations concerning the growth and the general condition of the plants daily for one week.

b. Place two geranium plants next to each other on a sunny window sill. Water one freely while failing to water the other. Record twice daily observations concerning the condition of each plant.

c. Discuss what *environment* means for humans. Is it more than the natural world? Does it include group identification, tradition, and family and community expectations?

2. Secondary

a. Identify environmental conditions which affect growth and physical development of humans.

b. Identify social conditions which affect the development of human personality. Read Orwell's **Brave New World**. How does society today condition its members, for example, women, men, blacks, whites. Is this *conditioning* changing?

c. Discuss the use of the phrases *environmental conditions* and *social conditions* in the modern world. What constitutes the modern *environment?* What traits are necessary for survival in today's world? What traits were necessary 200 years ago? 1000 years ago? Discuss the implications of these changes for various groups, for example, women? Is physical stature of central importance to survival in the modern world? Is it true that *Biology is Destiny*?

d. Discuss the statement: Heredity predetermines a person's capacity to achieve, but environment may also limit this capacity.

(1) How does this apply to prejudice against minority group members and women? Is *heredity* itself used to justify arbitrate limitations placed on the aspirations of some groups?

Concept III **Differences and similarities have importance and value.**

Objective: Any group of plants or animals possesses a gene pool from which all new members draw their genes by chance. The genes which people have received from this gene pool may determine whether they will survive under changed environmental conditions. Thus a diverse collection of genes may insure the survival of a species when conditions change.

Activities:

1. Elementary

   a. Explain that no two human beings, with the possible exception of identical twins, are the same. To illustrate this, measure the height of all the children in the class to determine if any two are identical in height. If they are, compare other characteristics such as length of arm, shape of nose or ear, or any other number of characteristics.

2. Secondary

   a. Discuss the implications of difference in the context of social values. For example, why did *black is beautiful* emerge as a slogan of the black movement? Why does the women's movement object to the emphasis on a women's physical beauty? What do the two phenomena have in common?

   b. Fossil records show us that many species of plants and animals once existed but do not exist today. Why have they disappeared? A visit to a science museum would reinforce the ideas concerning fossils.

   c. Giraffes feed on the foliage of trees. The ancestors of giraffes had short necks. Why would a long-necked giraffe have an advantage, especially in time of drought? Why do all modern giraffes have long necks? What happened to the short-necked giraffes?

Concept IV **All people have human needs, feelings and problems.**

Objective: All living things must adapt to the stresses of their environment and satisfy basic physiological needs. Humanity, with the development of consciousness, demands psychological adaptation as well.

Activities:

1. Elementary

   a. Discuss the idea of conditioned reflexes and their survival value. Demonstrate the formation of such conditioned reflexes by asking for student volunteers. Have one student take a ruler and act as the conditioner. The other student will act as the subject. The conditioner should whistle each time he or she strikes the subject's outstretched hand with the ruler. The subject should try to withdraw his or her hand to avoid being struck. After several attempts have the conditioner whistle but make no attempt to strike the subject's hand. If a conditioned reflex has been established, the subject should withdraw his or her hand when he or she hears the whistle, even though no blow has been struck.

b. Discuss what things make you sad or happy, and how you adjust when you are sad.

c. List the things a person can do to get along with other persons.

2. Secondary

a. Discuss pecking orders and dominance in animal societies. Does this type of organization exist in human societies?

b. Invite a psychologist to visit your class and discuss the concepts of self-acceptance and group acceptance. Discuss these concepts in terms of:

- The effects of social conditioning on minority group members and women.
- Black separatism

Concept V **The degree of self-value is related to one's self and group concepts and how individuals and other groups value her/his group identities.**

Objective: An adaptation for survival has been the development of a social consciousness. One of the basic biological needs is to recognize the identity of the individual's group and his or her status within that group. People's physiological needs are often influenced by their psychological interpretation.

Activities:

1. Elementary

a. Discuss herd animals such as the zebra or the reindeer. Their grouping as a herd protects them from the attacks of predators. Have the class discuss the probable fate of one of these animals if for some reason it is excluded from the herd. In human societies we are interdependent. What happens to a person if excluded from society?

b. Have your students bring in snapshots of themselves as infants and as they are now. Prepare a *THEN* and *NOW* bulletin board.

c. Have your students describe *Things I Do Well*. Discuss how this knowledge is important to one's feelings about himself or herself.

d. Have your students choose a *buddy* to share all activities for one week. At the end of the week have each member of the team describe his/her buddy.

2. Secondary

a. Discuss types of asocial or antisocial behavior and society's response to these acts.

b. Discuss ways in which society indicates the value it attaches to certain groups. Include race, sex, ethnic orientation and careers. How do these social *signals* affect the self-concepts of those groups and of individuals within them? Discuss the rise of *consciousness raising* groups within the women's movement as an attempt to discover new self- and group prestige.

c. Discuss dominance hierarchies or *pecking orders* in animal societies. Why may pecking orders be necessary for the survival of the species?

d. A dog puppy will roll over on its back when confronted with a strange adult dog. This is a social signal of submission. The adult dog will not attack any other dog while it shows this submissive gesture. Does this social response have survival value?

e. Wolves are predators and live by hunting. Male wolves stake out their territory by urinating on objects around their territorial perimeters. Other wolves will not enter this marked territory. Does this custom have survival value for wolves?

f. Do humans have any gestures and/or facial expressions for strangers to demonstrate that they are nonthreatening? Describe them.

Concept VI **All groups tend to be ethnocentric.**

Objective: Humans and many lower animals are territorial in nature. This adaptation originally was a mechanism of survival. This was later altered to become psychological territoriality which would allow members of the same group to recognize and relate to each other. In a multigroup society, subgroup identities still exist.

Activities:

1. Elementary

a. What happens if a strange child walks into your back yard and does not speak but begins to play with your toys? On the other hand, what happens if your closest friend does the same thing? Why?

b. Study other cultures to determine how they are different from and how they are similar to ours.

2. Secondary

a. Discuss the following:

(1) What would you do if you saw two strangers picking on your best friend?

(2) What would Pennsylvanians do if a foreign nation invaded California or Alaska?

(3) What is the significance of school emblems, nicknames or rings?

Concept VII **No group or representatives of any one group have a monopoly on achievement.**

Objective: Contributions to human achievements have come from individuals of all racial, ethnic, religious, socioeconomic, national background and both sexes.

Activities:

Elementary or Secondary

a. For a start, try using the following list of scientists which represents both sexes and a wide range of racial and ethnic backgrounds. Identify several of these characteristics about each person and the significant contribution(s). Then discuss how the diversity represented heightens awareness of Concept VII.

(1) Benjamin Banneker (Surveyor)
(2) Sir Robert Boyle (Chemist)
(3) Rachel Carson (Environmentalist)
(4) George Washington Carver (Chemist)
(5) Santiago Roman y Caval (Physician)
(6) Chen Ning Yang (Physicist)
(7) Chien Shiung Wu (Physicist)
(8) Gerty Theresa Cori (Physiologist)
(9) Marie Slodowska Curie (Chemist)
(10) Charles Drew (Physician)
(11) Albert Einstein (Physicist)
(12) Enrico Fermi (Physicist)
(13) Benjamin Franklin (Physicist)
(14) Jane Goodall (Anthropoligist)
(15) Helen Sawyer Hogg (Astronomer)
(16) Antoine Lavoisier (Chemist)
(17) Jan Matzeliger (Inventor)
(18) Elijah McCoy (Inventor)
(19) Margaret Mead (Anthropoligist)
(20) Dmitri Mendeleyv (Chemist)
(21) Sir Isaac Newton (Physicist)
(22) Robert Oppenheimer (Physicist)
(23) Norbert Rilleus (Inventor)
(24) Daniel Hale Williams (Physician)

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Ardrey, Robert. **The Territorial Imperative**. Antheneum, New York. 1966.

Ardrey, Robert. **The Social Contract**. Delta, New York. 1970.

Boyd, William C. and Isaac Asimove. **Races and People**. Abelard-Schuman, 1955, $3.50.

BSCS (Green Version). **High School Biology**. Rand McNally & Co., 1968.

BSCS (Yellow Version). **Biological Science: An Inquiry Into Life**. Biological Sciences Curriculum Study, Boulder, Colorado, 1968.

French, R. **Biographies of Eminent American Physicians and Surgeons**. Stone, Indianapolis, 1894.

Haber, Louis. **Black Pioneers of Science and Invention**. Harcourt, Brace & World, New York, 1970, $4.50.

Hetn, Leah Lurie. **The Challenge to Become a Doctor: The Story of Elizabeth Blackwell**. Feminist Press, 1971.

Lorenz, Konrad. **On Agression**. Harcourt, Brace and World, 1963.

Mead, Margaret. **Male and Female: The Study of the Sexes in a Changing World**. Dell.

Otto, Towle. **Modern Biology**. Holt, Rinehart & Winston, 1973.

Sterling, Philip. **Sea and Earth: The Life of Rachel Carson**. Knopf, Boston, 1959.

Williams, Robin M., Jr. **Strangers Next Door: Ethnic Relations in American Communities**. Prentice Hall.

Yost, Edna. **Famous Women of Science**. Lippincott, 1955.

Social Studies

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Concept I **All human beings belong to one species.**

Objective: Students will learn to distinguish between cultural and biological phenomena and understand that racism and sexism are cultural phenomena.

Activities:

1. Present one set of *facial* pictures (eliminate all cultural factors such as hair style, clothing, ornamentation); then show the same pictures with cultural accoutrements. Students will identify race and sex and area of residence for each group; students will explore reasons for higher percentage of correct responses to pictures which include cultural factors, showing the importance of culture in identification.

2. Students will make a list of the physical characteristics used in classifying races: How can cultural factors affect the physical characteristics of groups?

3. Discuss the following misconceptions:

   The white race is superior because it has developed the highest known civilizations.

   Racial mixtures produce inferior offspring.

   Racial purity does not exist.

   The female sex is weaker than the male.

   It is better for Black and White students to attend separate schools.

Materials:

Origins of Humanness from Anthropology Curriculum Study Project. Macmillan $60.00

Alpenfels, Ethel. **Sense and Nonsense About Race.** Friendship Press. 1965. $1.25

Bibby, Cyril. **Race Prejudice and Education.** Praeger, 1967. $4.00

Montagu, Ashley, **What We Know About Race.** A.D.L., 1964. $.50

Kluckholm, Clyde. **Mirror for Man.** McGraw, 1957. $1.95

Barzun, Jacques. **Race: A Study in Superstition.** Harper, 1965. $1.95

Audio-Visual:

Brotherhood of Man (Brandon Films - Rental from Penn State)

Color of Man (University of California - Rental from Penn State)

Exploding the Myths of Prejudice (Warren Schloat)

4. Locate cartoons, ads, greeting cards or other media which demonstrate misconceptions about different races and women.

Concept II **Difference is a reality of the human experience.**

Objective: Students will acquire a knowledge of the various kinds of difference which exist in their society.

Students will experience difference through role-playing and various intergroup activities.

Activities:

1. Have students identify the different ethnic groups in their classroom.

2. Ask the students to do a study of their ethnic background and heritage and report to the class individually or as a member of a panel.

3. Assign students to do a survey to determine the various ethnic groups which exist in their community. How are these groups alike? How are they different?

4. To *experience* difference, the simulation *Sunshine* may be used. In this students are *born* by drawing identity tags–which give race, education, job, income and address in the mythical community of *Sunshine*. Teachers might add sex as another variable for discussion. There are six neighborhoods with varying degrees of segregation and integration in housing and schooling.

Available from **Interact**, Lakeside, California 92040.

$10.00 for Teacher Guide and 35 Student Guides.

Materials:

Warner, William Lloyd. **Yankee City** (for model of community survey). Yale. $2.95

Moore, G. Alexander. **Realities of the Urban Classroom**. Praeger. $4.95

Eddy, Elizabeth. **Walk the White Line**. Praeger. $4.95

Mayerson, Charlotte M. **Two Blocks Apart**. The different *worlds* of two adolescents (Puerto Rican and Irish American). Their different perceptions of family, home, church, school, etc. Holt. $3.95

Dennis, Ethel. **The Black People in America**. (Good background on African history.) Readers Press. $6.95

Other listings in **American Diversity**.

WISSAHICKON SCHOOL DISTRICT

ACTION PLAN TITLE: Dr. Seuss, **The Sneetches**

PURPOSE:

To suggest those trivial situations which create prejudices and how they are perpetrated.

To suggest the absurdity of the measures to which people go in order to conform.

ANTICIPATED OUTCOME:

Students should be able to draw parallels between the poem and real life, describe those things which contribute to one's feeling of superiority, and state what Fix-it-Up Chappie learned or taught from this episode.

DESCRIBE PLAN:

1. The teacher should use discretion in determing how the poem will be read.

2. Following the reading of the poem the following points should be discussed:

   a. Do you know any people like the Star-Belly Sneetches?
   b. What makes people feel superior?
   c. What do you think of Sylvester McMonkey McBean?
   d. How close to real life is the story Dr. Seuss tells here?

MATERIALS NEEDED:

The poem entitled, **The Sneetches**, is part of the collection entitled **Many Peoples,One Nation**, edited by Peter I. Rose.

Concept III **Differences and similarities have importance and value.**

Objective: Students will understand that both qualities are essential to the individual and to society.

Activities:

1. *All great civilizations have been heterogeneous.* Will the students agree or disagree with this statement? Have them cite evidence to support their position.

2. Ask students to do research on various communal societies which have existed in America and compare them with present day communities of alienated youth. What weaknesses exist in communal societies? How have communal societies affected the mainstream of American society?

WISSAHICKON SCHOOL DISTRICT

ACTION PLAN TITLE: WHITE SERVANTS

PURPOSE:

To make students aware that thousands of whites came to America before 1750 as servants.

ANTICIPATED OUTCOMES:

Students should be able to give a brief explanation of how the institution of slavery began.

DESCRIBE THE PLAN:

Why, when talking about the history of white people, do we tend to overlook those who came as servants?

Is it hard to admit that your ancestors were servants or slaves? WHY? or WHY NOT?

Activities:

1. Students may also view a filmstrip entitled *The African Past* -which gives an excellent lesson on the beginnings of slavery. (Record accompanies filmstrip)

Materials:

Brown, Michael. **The Politics and Anti-Politics of the Young**. Glencoe Press, 1968, $2.25

Davidson, Basil. **A Guide to African History**. Zenith. $1.45

Chu, Daniel and Elliott Skinner. **A Glorious Age in Africa**. Doubleday, 1965. $1.45

Leonard, Jonathan. **Ancient America**. Time, Inc., 1967

Wolf, Leonard and Deborah (eds.). **Voices from the Love Generation**. Little Brown, 1968

Rose, Peter (ed.). **Many Peoples, One Nation**

Concept IV **All people have human needs, feelings and problems.**

Objective: Students will learn to identify the basic patterns of culture which exist in all societies and the many variations of these patterns which are characteristic of different societies.

Activities:

1. Ask students to list basic human needs, feelings and problems.

2. Have students develop a collage of pictures from magazines, newspapers, etc., illustrating cultural variations adopted to meet basic human needs.

3. Have students compare our cultural pattern of family relationships, including age, sex and authority roles, with that of other societies such as the Puerto Rican - the Chinese - the American Indian.

4. Since religion is one of the cultural universals, a study of comparative religions might be made. Students should be able to identify the common elements of major world religions as well as the differences.

5. Discussion might be arranged with people from different cultural backgrounds. Foreign students and teachers and Peace Corps veterans could be particularly helpful in cross cultural exchange.

6. Ask students to identify particular needs and problems common to various minority groups.

7. Discuss with the class some common misconceptions of the needs, feelings and problems of women.

   Examples: Career fulfillment
   Independence

Materials:

Steichen, Edward. **The Family of Man.** Signet. $2.25

Brown, Ina C. **Understanding Other Cultures.** Spectrum. $1.95

Goldschmidt, Walter. **Exploring the Ways of Mankind.** Holt. $6.95

Smith, Homer W. **Man and His Gods**

Benedict, Ruth. **Patterns of Culture.** Houghton Mifflin. $2.25

WISSAHICKON SCHOOL DISTRICT

ACTION PLAN TITLE: SENSITIVITY TO OTHERS FEELINGS

GRADE LEVEL: FIRST, SECOND, THIRD

SUBJECT AREA: SOCIAL STUDIES

PURPOSE:

To emphasize how seriously hurt a person's feelings can get through teasing, even if done innocently.

ANTICIPATED OUTCOMES:

Children are naturally cruel in many things they express. Hopefully, after seeing this film they will become more aware of the hurt they can cause.

DESCRIBE PLAN:

1. Show film: *Other Fellows' Feelings*

   This is a discussional film dealing with the everyday problem of teasing or ridicule that is prolonged to the point where it does serious damage to someone's feelings.

2. Ask children how they feel about the film and let discussion flow freely from there.

MATERIALS NEEDED: None

RESOURCES NEEDED: Film: *Other Fellows' Feelings*

Fellowship Commission
260 S. 15th Street
Philadelphia, Penna.
KI 5-8430

WISSAHICKON SCHOOL DISTRICT

ACTION PLAN TITLE: MEXICAN LIFE

GRADE LEVEL: FIRST, SECOND, THIRD

SUBJECT AREA: SOCIAL STUDIES

PURPOSE:

To acquaint pupils with some easy Spanish vocabulary and ways of living, through the reading of an enjoyable story.

ANTICIPATED OUTCOMES:

After reading or hearing this story of *Peg-Leg Willy* pupils will see that the children in the story, although Mexican, enjoy the same types of activities, etc., as they do.

DESCRIBE PLAN:

1. Read book: *Peg-Leg Willy*

   Willy and the four Apocada children all have reason to be thankful when Thanksgiving dinner turns out to be fish rather than turkey.

2. Ask children:

   a. In what ways are the children in the story the same as you? How are they different?
   b. Is their home like yours?
   c. What did each character in the story have to be thankful for on Thanksgiving?

3. See how many words or phrases the children remember from the story.

MATERIALS NEEDED: None

RESOURCES NEEDED: Book: *Peg-Leg Willy* by Margaret Embry

WISSAHICKON SCHOOL DISTRICT

ACTION PLAN TITLE: LIFE IN A JEWISH TENEMENT

GRADE LEVEL: SEVEN

SUBJECT AREA: SOCIAL STUDIES

PURPOSE:

To describe the life of a young Jew without money. To show how the poor Jewish families lived on the lower East Side of New York City.

ANTICIPATED OUTCOME:

Hopefully, students will explore for more facts about the Jewish immigrants during the early 1900s.

DESCRIBE THE PLAN:

Students read the selection and discuss.

Questions for discussion:

1. What conditions does Gold attack?
2. Was there anything about life on the Lower East Side that he enjoyed?

3. How did people help each other in Gold's neighborhood?
4. How would you compare tenement life today with the life Gold writes about?

ACTIVITIES:

1. Students may wish to make a model of a tenement.

2. List the advantages and/or disadvantages of life in a tenement.

WISSAHICKON SCHOOL DISTRICT

ACTION PLAN TITLE: THE GREEK STOREKEEPER

GRADE LEVEL: SEVEN

SUBJECT AREA: SOCIAL STUDIES

PURPOSE:

To describe an adventure in the life of a young Greek and an old Greek storekeeper.

ANTICIPATED OUTCOME:

Students may be able to relate an episode in their own childhood to that of the prank played by the young Greek.

DESCRIBE PLAN:

Questions for discussion:

1. Why wouldn't Petra'kis and his friends eat the spiced meats their families ate?

2. Why do you think the author started eating Greek foods?

3. Why is ethnic food so much a part of the American scene?

ACTIVITIES:

1. List some ethnic foods. (i.e. Italian pizza — Black soul food--Mexican tacos)

2. Discuss or list some of the Greek Gods.

MATERIALS: Pages 242 to 246 in text listed below.

RESOURCES: **Many Peoples, One Nation**

WISSAHICKON SCHOOL DISTRICT

ACTION PLAN TITLE: AFTER YOU, MY DEAR ALPHONSE

GRADE LEVEL: SIX TO NINE

SUBJECT AREA: ENGLISH

PURPOSE:

To show how racial prejudice is sometimes brought to light in an unconscious manner.

ANTICIPATED OUTCOME:

Students should be able to pick out sections that display Mrs. Wilson's true feelings.

DESCRIBE PLAN:

1. Students may read this selection orally or silently.

2. Questions for discussion:

   a. Why does the editor think this is an important story?
   b. What is Mrs. Wilson's attitude toward black people?
   c. Do you think she sees herself as prejudiced in any way?
   d. Do Johnny and Boyd regard themselves as different in any particular way?
   e. What do you think about the reference to *dead Japanese?* (the story was written during World War II)

MATERIALS: Pages 275 to 278 in text listed below.

RESOURCES: **Many People, One Nation**

WISSAHICKON SCHOOL DISTRICT

ACTION PLAN TITLE: FROM CHINA TO THE LAND OF THE GOLDEN MOUNTAIN

GRADE LEVEL: SIX TO NINE

SUBJECT AREA: SOCIAL STUDIES

PURPOSE:

To make the students aware that people came to America from Asia as well as Europe bringing with them the same needs as other immigrants.

ANTICIPATED OUTCOME:

Students will be able to discuss the cruelty and injustices dealt to these people of Asian descent.

DESCRIBE PLAN:

Questions for discussion:

1. What is Ta Ling's attitude toward older people?
2. Do you feel the same way about your own parents and grandparents?
3. Why is Ta Ling going to America?
4. In what way is Ta Ling like Levi Strauss?
5. How is Ta Ling different?
6. How do you think Americans might have been cruel and unfair to the Chinese people?

Concept V **The degree of self-value is related to one's self- and group concepts and how individuals and other groups value his/her group identities.**

Objectives:

A. To create an awareness of the patterns of racism, sexism, discrimination and segregation in American history.

B. To improve the self-image of *minority* students and women through identification with their cultural past and its contributions to American life.

C. To encourage all students to develop an understanding of all groups in our society and acquire positive relationships and mutual respect for those who are different.

Materials:

A variety of multiethnic and nonsexist instructional materials and media should be used to provide for complexity of student background experiences, interests and needs as well as individual differences. All materials should be reviewed carefully for stereotypes or distortions. Textbooks which omit content of the history, culture contributions and problems of minorities should be replaced.

Integrated Texts for American History:

Caughey, John W., John Hope Franklin and Ernest May. **Land of the Free**. Benziger, 1966. Revised two-volume edition, 1969. Grades 8-11. $3.45 each volume

Allen, Jack and John L. Betts. **History U.S.A**. American Book Co., 1967. Grades 10-12. 1971. $6.99

Feder, Bernard. **Viewpoints, U.S.A**. American Book Co., 1967. Grades 10-12. 1972. $6.57

Bragdon, Henry and Samuel McCutchen. **History of a Free People**. Macmillan, 1969. $6.27. Two-volume edition, 1970. $5.67 each. Grades 10-12.

Fauset, Arthur and Nellie Bright. **America: Red, White, Black, Yellow**. Franklin, 1969. Grades 4-6.

Graff, Henry F. **The Free and the Brave**. Rand McNally, 1969. Two volumes. Reading level and activities make this suitable for either junior high students or senior high slow learners.

Finkelstein-Sandifer-Wright. **Minorities: U.S.A**. Globe, 1971. 5-6 Grade reading level. $6.60

DaSilva, Finkelstein, Loshin. **The Afro-American in United States History**. Globe, 1969

WISSAHICKON SCHOOL DISTRICT

ACTION PLAN TITLE: BLACK HANG-UPS VERSUS WHITE HANG-UPS AND THEIR INFLUENCES ON MENTAL ILLNESS

GRADE LEVEL: NINE TO TWELVE

SUBJECT AREA: PSYCHOLOGY

PURPOSE:

To introduce students to those everyday actions and feelings on the part of society that perpetuate certain types of mental illness.

ANTICIPATED OUTCOME:

To be able to distinguish and point out those racial feelings and prejudices that contribute to the high rates of mental illness.

DESCRIBE PLAN:

1. Have students read resource article listed.
2. Discuss views from white and black sides.
3. Also discuss views of psychiatrists.
4. May be used in a role-playing manner.

MATERIALS NEEDED: Copies of articles listed below

RESOURCES NEEDED:

Time Magazine, April 6, 1970, *Black Hang-ups, White Hang-ups*, pages 64-65

Grier, William H. & Price M. Cobbs, **Black Rage**, Bantam Books, Inc., 1968

As it is almost impossible for a single U.S. history text to present the variety of materials necessary to illustrate the many facets of minority cultures in our society, more detailed coverage must be obtained by supplemental readings as suggested in **American Diversity** and Supplement.

General histories of immigration such as Handlin, Oscar, **American People in the Twentieth Century**; surveys of majority-minority relations such as Marden and Meyer, **Minorities in American Society** and case studies from the **Harvard Public Issues Series** and **Minorities All (Problems of American Society)**.

Prejudice-Discrimination:

1. Students will define these terms and explore their own attitudes toward racial, religious and ethnic minorities and members of the opposite sex. Use appropriate indices from Cornell Studies in Intergroup Relations (see Williams, Jr., Robin M., **Strangers Next Door**, for research in relations between prejudices and intergroup contact and interaction).
2. Students might develop a *social distance* poll appropriate to their school; administer and analyze the results.
3. Students will develop a list of traits which characterize a strong person. Identify each as male or female.

References:

Banks, James A. and Jean Grambs (ed.). Black Self-Concept: **Implications for Education and Social Science.**

Mack, Raymond and Duster, Troy S. **Patterns of Minority Relations.**

Van Til, William. **Prejudiced - How Do People Get That Way?**

Allport, Gordon. **The Nature of Prejudice.**

Clark, Kenneth B. **Prejudice and Your Children.** Beacon, 1963.

Kvaraceus/Gibson/Patterson, et al. **Negro Self-Concept: Implications for School and Citizenship** McGraw-Hill. $2.45

Glock, Charles & Ellen Siegelman. **Prejudice U.S.A.** Praeger. $2.25

Films:

Cast the First Stone.
The Tenement.
Boundary Lines.
Confrontation in Color.

WISSAHICKON SCHOOL DISTRICT

ACTION PLAN TITLE: WALK IN MY SHOES

GRADE LEVEL: SEVEN TO TWELVE

SUBJECT AREA: SOCIAL STUDIES

PURPOSE:

To make students aware of the innermost feelings of the black people in America as they react to prejudice and discrimination in America.

ANTICIPATED OUTCOME:

The students should be able to compare or contrast the experiences of the two men in the film with their own experiences.

DESCRIBE PLAN:

Students will VIEW all *or* half of the film entitled *WALK IN MY SHOES* (42 minutes) dealing with the experiences of a black professional man in Chicago and a black laborer in New York.

A discussion should follow in which the teacher asks the students to compare their own experiences with those of the two men in the film.

MATERIALS NEEDED:

The film, *WALK IN MY SHOES* (42 minutes, Black and White), available free or for postage from the:

ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH
225 South 15th Street
Philadelphia, PA.

WISSAHICKON SCHOOL DISTRICT

ACTION PLAN TITLE: WHO IS PREJUDICED?

GRADE LEVEL: SEVEN TO TWELVE

PURPOSE:

To make students more aware of their own attitudes and biases.

ANTICIPATED OUTCOME:

Students should be able to define dislike, prejudice and misconceptions; tell which one is illustrated in each of the seven sentences and why.

DESCRIBE PLAN:

1. Which of the following statements shows prejudice? Which shows a dislike based on a reason - or on a difference in taste? Write your answer after each statement.

   a. *I won't eat turnips. I don't like the way they smell.*

   b. *Turnips cause cancer. I knew a man who ate a lot of turnips. He died of cancer. Our doctor says turnips are good for you. But I still say they cause cancer.*

   c. *No son of mine is going to date a girl who wears mini skirts. I know what they're like.*

   d. *I thought all boys with long hair were kind of sissy till I met Randy. Now I know how wrong I was.*

   e. *No, I don't have any use for Stu. He is a bully and show-off. I can't stand to be around him.*

   f. *All Ergonians are lazy and dishonest. I've seen some of them, and I know what I'm talking about.*

   g. *I thought people on welfare were just bums until I met Pete's family. Then I got a different idea about the whole problem.*

2. Discuss with students after they have completed sentences.

WISSAHICKON SCHOOL DISTRICT

ACTION PLAN TITLE: WHAT IS PREJUDICE?

PURPOSE:

To make students more aware of their own attitudes and biases.

ANTICIPATED OUTCOME:

Students should be able to answer the questions honestly and then discuss reasons for having answered in a specific way.

DESCRIBE PLAN:

1. Give students the attached list of 10 questions.
2. After students have completed the questions, read the publisher's comment: *We think that all the answers to the above questions should be* **No**. *But that may be just our attitude. If you had any* **Yes** *answers, take another look at that question - and your attitude.*
3. Discuss answers with students after they have been completed.

QUESTIONS

1. Are your attitudes important - in our world?

   After you have through about each question below, check either Yes or No:

   (1) Are poorly dressed people likely to be thieves? Yes____ No____

   (2) Would a person of one race almost always be unhappy in a club in which the members are of another race? Yes____ No____

   (3) Can you tell exactly what a person is like by knowing his or her race or religion? Yes____ No____

   (4) Are people born in the United States likely to be better people than immigrants are? Yes____ No____

   (5) Are people of one race usually smarter than people of other races? Yes____ No____

   (6) Are people of one race more likely to become drunks and bums than people of other races? Yes____ No____

   (7) Will people of one race or religion take almost every opportunity to rip you out of money? Yes____ No____

   (8) Are people of one race more likely to steal than people of another race? Yes____ No____

   (9) Are all men better drivers than women? Yes____ No____

   (10) Should you always refuse to ask for (or accept) dates with someone who lives in the *other* section of town? Yes____ No____

Concept VI **In an intergroup relationship there are alternative actions for each indiviudal and there are different consequences for the behaviors selected.**

Objective: To understand the factors which influence an individual's choices and the varying consequences of these choices.

Activities:

1. Have the students role-play individuals of a different race or sex and enact situations involving such confrontations as:

   a. A police officer accuses a teenage youth of possession of drugs.

   b. A social worker investigates a family's need for welfare.

   c. A female college senior interviews for admission to medical school.

   Have students reverse roles and replay the same situations in differences in reactions.

2. Ask students to select examples from history of situations in which individuals or groups had to choose between two courses of action with alternative results for the future.

   Suggested: Atom bomb dropped on Hiroshima.
   Edward VIII abdicates throne.
   My-Lai Massacre.
   Dr. King's tactic of nonviolence in Montgomery.
   Susan B. Anthony's decision to vote.

WISSAHICKON SCHOOL DISTRICT

ACTION PLAN TITLE: KIDNEY MACHINE-TYPE PROBLEM

GRADE LEVEL: THIRD (but can be adapted to suit K-2)

SUBJECT AREA: SOCIOLOGY

PURPOSE:

The *kidney machine* and similar types of problems are written in such a way that they will permit students to bring out in public most of their beliefs based on their value systems. It provides the students with an opportunity to test their skill at functioning in a situation where conflict is inevitable.

ANTICIPATED OUTCOMES:

1. Hopefully, students will begin to see that certain problems can be worked out independently and through group discussion.

2. Certain biases and prejudices will be brought out into the open through discussion.

DESCRIBE PLAN:

1. Divide class into groups of about five.

2. Distribute (or read, or put on board) the profiles of five *make-believe* students.

3. Explain that we are going to pretend that we are allowed to choose a new student to be in our class. The profiles tell all about each student.

4. Each group is to discuss all the points, both good and bad, about each hypothetical student and come up with one choice.

5. Give a time limit.

6. After choices have been made, discuss reasons for the choices and also the rejections.

MATERIALS NEEDED: Attached profiles

KIDNEY MACHINE PROFILES

STUDENT 1
NAME: Mary
NATIONALITY: American
COLOR: White
HAIR: blonde
EYES: blue

Mary walks with a limp since she wears a brace on her leg. She is very unhappy because she did not want to leave her other school. She has a large collection of dolls, but does not like to share them.

STUDENT 2
NAME: Martin
NATIONALITY: American
COLOR: black
HAIR: brown
EYES: brown

Martin just moved to the area and is extremely shy. His father is a baseball star and Martin also likes to play and even goes to some of his father's games. He has very few friends because he is so quiet and other children think he doesn't *want* to be friendly.

STUDENT 3
NAME: Juanita
NATIONALITY: Mexican
COLOR: brown
HAIR: brown
EYES: brown

Juanita will be moving here directly from Mexico. She is a very good student and always gets good grades, but is always bragging about it. She speaks no English but would like to learn and would be willing to teach the class some Spanish.

STUDENT 4
NAME: Angela
NATIONALITY: American
COLOR: black
HAIR: black
EYES: brown

Angela is a tall, thin girl who is very bossy with other children. She always wants to be first and the leader, etc.. She is a great dancer and has a lot of good records. She also has many good ideas for activities.

STUDENT 5
NAME: Jimmy
NATIONALITY: American
COLOR: white
HAIR: brown
EYES: blue

Jimmy is not very good in math and reading and sometimes he even cheats in tests to try to get the right answers. He is a very good artist and says he would like to draw for our school newspaper.

N.B. This is only an example of what can be done. These profiles may be changed in any way to make them more appropriate for the particular grade level in which it is to be used.

Concept VII **All groups tend to be ethnocentric.**

Objective: Students will gain an understanding of the ways in which membership in a particular group may result in negative perceptions of other groups.

Activities:

1. Students will show an understanding of the term *ethnocentrism* by writing down and then discussing in class their strongest ethnocentric attitudes.

2. Have students do research to answer and cite evidence for the following questions:

   a. How does ethnocentrism affect the in-group? The out-group? The society? The culture?

   b. What are the good and bad effects of ethnocentrism?

   c. How does ethnocentrism produce stereotypic thinking?

   d. How do the following illustrate ethnocentrism?

      The Godfather
      The Ugly American
      Chinatowns
      The Black Panthers, Young Lords, Brown Berets
      The Klu Klux Klan

3. Students will learn to recognize common stereotypes by listing those attached to the racial, religious and ethnic groups in their community (including WASPS).

4. For groups not in their community, students should identify stereotypic characterizations from television, films and news media.

5. Ask the class to enact a sociodrama illustrating steroetypes in our society affecting the position of women.

6. Have the students research standard American history textbooks to identify examples of stereotypes attached to the American Indians. What recent films or books attempt to negate these stereotypes?

Materials:

Chase, Stuart. **The Proper Study of Mankind.** Harper. $6.95

Williams, Robin M., Jr. **Strangers Next Door: Ethnic Relations in American Communities.** Prentice Hall. $10.00

Murdock, George P. **Social Structure.**

Mack, Raymond and Kimball Young. **Sociology and Social Life.**

Morgan, Robin. (ed.) **Sisterhood is Powerful.** Vintage. $2.45

Komisar, Lucy. **The New Feminism.** Watts, 1971. $5.95

Rose, Peter I. **They and We**. Random, 1964. $1.95

Forbes, Jack. **The Indian in America's Past**. Spectrum, 1964. $1.95

Audio-visual:

The American Indian: A Study in Depth. (Schloat filmstrips)

WISSAHICKON SCHOOL DISTRICT

ACTION PLAN TITLE: HIDDEN ATTITUDES

GRADE LEVEL: SEVEN TO TWELVE

SUBJECT: ENGLISH

PURPOSE:

To make students more aware of their own attitudes and biases.

ANTICIPATED OUTCOME:

Students should be able to complete the five sentences listed below, write one paragraph on a given topic or copy four newspaper headlines in which a human being is referred to by a label (ex: Dropout Arrested for Speeding)

DESCRIBE PLAN:

1. Think about the completed entry (a) below. Then see if you can think of a hidden false idea about a group on which each of the other attitudes might be based:

   (a) *I don't want my daughter going with a boy with long hair.* Possible false idea: All boys with long hair are unfit to date nice girls.

   (b) *I wouldn't trust anybody over 30.*
   False idea: _____

   (c) *After all, his father is a street-cleaner.*
   False idea: _____

   (d) *I don't want a foreigner living next to me.*
   False idea: _____

   (e) *I won't date a boy who doesn't own a sports car.*
   False idea: _____

   (f) *I wouldn't vote for any Catholic.*
   False idea: _____

2. Labels

   In the space below write one paragraph on the topic: How It Feels to Be Given a Prejudiced Label. Or copy four newspaper headlines in which a human being is referred to by a label.

Concept VIII **No group or representatives of any one group have a monopoly on achievement.**

Objectives:

A. Students will learn to appreciate the contributions of nonwestern as well as western cultures.

B. Students will learn to identify and appreciate different types of achievement made by various minority groups and women.

C. Students will learn that contributions are varied and may include such qualities as: a commitment to and love of freedom; and the energy and ingenuity to survive against great odds.

Activities:

1. Using the most recent **Statistical Abstract of the United States** ask the class to find the percentage of each of the following minority groups in the U.S.

   African Americans
   American Indians
   Mexican Americans
   Chinese Americans
   Japanese Americans
   Jewish Americans
   Puerto Rican Americans

   How have these numbers changed in the last 10 years? Have there been shifts in their location?

2. Make a time chart showing the decades in which each immigrant group came to America.

3. Students should develop some type of graphic representation, for example, matching names of individuals with field of importance, showing contributions in:

   Science and Mathematics
   Literature
   Fine Arts
   Medicine
   Engineering
   Education
   Government-Law

4. Ask each student to prepare a biographical sketch of a member of an American minority group who has made a significant contribution in one of the above areas. These sketches will be presented to the class by having each student assume the identity of the individual selected.

5. Hold a class discussion on the nonmaterial changes in U.S. Culture resulting from immigrant groups.

6. *The American Dream: Myth or Reality?*

   Ask the students to select one immigrant group for research and discuss the above quotation in the context of the experiences of this group in America.

7. Have students repeat the above exercise using women.

Materials:

Traverso, Edward. **Immigration: A Study in American Values.** Heath, 1963. $1.44

Handlin, Oscar. **The Newcomers.** Harvard, 1959. $.50

Finkelstein-Sandifer-Wright. **Minorities, U.S.A.**

Edmonds, Helen G. **Black Faces in High Places.** Harcourt, 1971.

Marden, Charles and Gladys Meyer. **Minorities in American Society.** American Book Co.,1968. $5.60

Minorities All (Problems of American Society series.)

Kennedy, John F. **A Nation of Immigrants.** Harper. $1.25

Servin, Manuel P. **The Mexican Americans:** An Awakening Minority. Glencoe, 1970. $2.25

Americans All, series - McGraw. $1.48 each.

Our Oriental Americans
Our Citizens from the Caribbean
Latin Americans of the Southwest.

Beard, Annie. **Our Foreign-Born Citizens.** Crowell, 1968. $4.50

Filmstrips:

Minorities Have Made America Great. I and II (Schloat)
Immigration: The Dream and the Reality. (Schloat)

SAMPLE ACTION PLANS
(FROM WISSAHICKON SCHOOL DISTRICT)

ACTION PLAN I: FROM ITALY TO MULBERRY STREET

GRADE LEVEL: SEVEN TO TWELVE

SUBJECT AREA: SOCIAL STUDIES

PURPOSE:

To introduce students to the reasons for Italian immigration and the problems they faced after reaching America.

ANTICIPATED OUTCOME:

Students will become aware of the reasons for Italian immigration and be able to discuss the problems of the Italians before leaving Italy and upon arriving in the United States.

DESCRIBE PLAN:

Have students read the selected text. Follow with discussion.

Questions for discussion:

1. What were living conditions in Italy before the Italians emigrated to the United States?
2. Was the United States everything the Italians expected?
3. Were the Italians fed misinformation about life in the United States? By whom?
4. Will Italians ignore their native culture?
5. Will the Italian-American culture be passed down to future generations?
6. For what reasons did Italians congregate around Mulberry Street? What are *Little Italys?*

MATERIALS NEEDED: Pages 132-147

RESOURCES NEEDED: **PASSAGE TO AMERICA** by Katherine B. Shippen

SAMPLE ACTION PLANS
(FROM WISSAHICKON SCHOOL DISTRICT)

ACTION PLAN II: *LOS ANGELES: A BLACK MAYOR*

GRADE LEVEL: EIGHT TO TWELVE

SUBJECT AREA: SOCIAL STUDIES

PURPOSE:

To acquaint students with the progress blacks have made in politics.

ANTICIPATED OUTCOME:

Students should be able to discuss the facts in the article and be able to interject their feelings and ideas to why Thomas Bradley won over Yorty.

DESCRIBE PLAN:

Have students read both articles and discuss them.

Questions:

1. How did Yorty think he could win the election? What strategy or technique did he use? Why did it fail?
2. How would you describe Bradley? What kind of man do you think he is?

MATERIALS NEEDED: Attached copies of articles.

RESOURCES NEEDED: NEWSWEEK, *Los Angeles: A Black Mayor,* June 11, 1973 p. 29-30.

TIME, *Beating the Voter Backlash,* June 11, 1973 p. 17-18

SAMPLE ACTION PLANS
(FROM WISSAHICKON SCHOOL DISTRICT)

ACTION PLAN III: EARLY AMERICANS–INDIANS

GRADE LEVEL: TWO AND THREE

SUBJECT AREA: SOCIAL STUDIES

PURPOSE:

To make pupils aware of the fact that although it is said that Christopher Columbus discovered America in 1492, it was really the people he called Indians who settled here first.

ANTICIPATED OUTCOMES:

Children will hopefully be able to dispel their stereotyped image of the Indian as a savage person dressed in buckskin, warbonnet, and with a tomahawk in his hand.

DESCRIBE PLAN:

1. Read: *Indians, Indians, Indians*

   This is a selection about the early Americans and their descendants.

2. Discussion questions:

   a. Why do you think we keep saying that Christopher Columbus discovered America?

   b. What do most Indians have in common?

   c. What race do the American Indians belong to? Why?

   d. Did the American Indians use only sign language to communicate with one another?

MATERIALS NEEDED: None

RESOURCES NEEDED: Book. **How the Indians Really Lived**, George C. Baldwin. (The selection *Indians, Indians, Indians* is adapted from this book.)

Concept IX **The quality of human existence is dependent on the degree of intergroup cooperation.**

Objective: To understand how societal cooperation and conflict affect the quality of life for the individual and the group.

Activities:

1. Have students define the social processes of cooperation, conflict, accommodation and assimilation, and give an example from American History when each molded majority-minority relations.

2. *Violence is as American as cherry pie* or *Violence is a persisting pattern in the American social fabric.....we have been unable to resolve any of our greatest social and national problems without resorting to violence.*

Conduct a class discussion on either of these quotations and have students cite evidence for agreement or disagreement.

3. Ask students to read the report of the Chicago Commission on Race Relations (1921) and the report of the National Advisory Commission on Civil Disorders (1968). Have them compare the similar recommendations of these. How do they justify the following - *A riot is a man crying out, Listen to me, mister. There's something I've been trying to tell you and you're not listening.*

4. Have students give examples of international cooperation which have improved the quality of life for people throughout the world.

Materials:

Heaps, Willard A. **Riots U.S.A. 1765-1970.**

Allen, Rodney and Charles Adair. **Violence and Riots in Urban America.**

Problems of American Society, Riots. Washington Square Press. $.95

Rights in Conflict: Chicago, 1968. (Walker Report) Bantam. $1.00

Conot, Robert. **Rivers of Blood, Years of Darkness.**)
) Watts, 1965
Cohen, Jerry and William Murphy.. **Burn, Baby, Burn.**)

Report of the National Advisory Commission on Civil Disorders. Bantam. $1.25.

Wright, Nathan Jr. **Ready to Riot.**

Law and Order: Values in Crisis. Filmstrip (Schloat)

SAMPLE ACTION PLANS
(FROM WISSAHICKON SCHOOL DISTRICT)

ACTION PLAN I: MARTIN LUTHER KING JR.

GRADE LEVEL: SECOND, THIRD

SUBJECT AREA: HISTORY

PURPOSE:

To make pupils see the life of a man who had ideals and dreams and a desire to accomplish them through nonviolent means.

ANTICIPATED OUTCOMES:

Pupils will understand that it is not necessary to get a point across or accomplish something by violence, riots, sit-ins, etc. Logical reasoning and patience is often the better route to take.

DESCRIBE PLAN:

1. Read:

   a. Book: **Martin Luther King**
   b. Book: **The First Book of American Negroes** - p. 78

2. Make these materials available to children

3. Have children make a chart listing all the important events and accomplishments of Dr. Martin Luther King Jr.'s life.

4. Discuss things listed on the chart.

5. Have children discuss the goals of King; and also why they think he was assassinated.

6. Who assassinated King? Where is the assassin now?

MATERIALS NEEDED:

a. Paper for posters, charts, etc.
b. Anything else that is needed for projects.

RESOURCES NEEDED:

a. Books: **Martin Luther King** by Ed Clayton
   First Book of American Negroes by M. B. Young

SAMPLE ACTION PLANS
(FROM WISSAHICKON SCHOOL DISTRICT)

ACTION PLAN II: INDIAN UPRISING

GRADE LEVEL: SEVEN TO TWELVE

SUBJECT AREA: SOCIAL STUDIES

PURPOSE:

To have students become aware of the Indians of today, their wants and needs.

ANTICIPATED OUTCOME:

Students will see how the Indian has been oppressed and deprived of having a *normal* and decent way of living.

DESCRIBE PLAN:

Have students read the article and discuss answers to the questions below;

1. Why do you think the Indians chose Wounded Knee as a place to seize?

2. What were their reasons for waging war against the United States?

3. What were the demands they were making?

4. Do you feel their demands were reasonable or unreasonable?

5. Do you feel that the way in which the Indians are trying to obtain their rights is the best way? Why or why not? If not, what way do you feel would be more effective?

MATERIALS NEEDED: None

RESOURCES NEEDED: Article *BEHIND A MODERN-DAY INDIAN UPRISING* **U.S. News and World Report**, March 12, 1973, p. 36.

Concept X **Cultural pluralism must be recognized as a basic value of any effectively functioning society.**

Objective: Students will learn to appreciate the enrichment and stimulation of diversity and not regard it as a *problem.*

Activities:

1. Ask students to make an outline of U.S. legislation concerning immigration and suggest the changes in American attitudes toward the immigrant as reflected in the legislation.

2. Assign students to do research for class reports on various areas in which American culture has been enriched by the diversity of our population, for example, foods, language, architecture, fine arts, fashions, etc. Reports might be presented as interviews with prominent individuals as a *Meet the Press* format.

3. How does the U.S. gain or lose when an immigrant group tries to keep its own identity? What benefits and problems result for the immigrant group? After discussion ask students to write a paragraph explaining their theory of Americanization.

4. *Every minority in seeking its own freedom, helped strengthen the fabric of liberty in American life.* Have students cite evidence to prove or disprove this statement. How would this apply to the current women's movement?

Materials:

See suggested readings for concept VIII also.

Fermi, Laura. **Illustrious Immigrants.** U. of Chicago, 1968, $7.95

Curti, Thorp, Baker (eds.) **American Issues: The Social Record.**

Meyers, Kern, Cawelti. **Sources of the American Republic.**

Mandelbaum, Seymour. **The Social Setting of Intolerance.**

Handlin, Oscar A. **Immigration as a Factor in American History.** Prentice-Hall. $1.95

_____, **Out of Many: A Study Guide for Cultural Pluralism in America.** ADL. $.35

Myers, Gustavus. **History of Bigotry in the United States.** Putnam. $2.25

Wittke, Carl. **We Who Built America.** Case Western. $7.95

Film:

The Immigrant from America. Arno Press/N.Y. Times. (Contrasts life for immigrants from Europe and Asia with that of Afro-Americans today.)

Filmstrips:

Ghettos of America (Schloat)
Black Poems, Black Images (Schloat)
A Nation of Immigrants (Guidance Associates)

(Maybe the above should also be suggested for Concept VIII.)

SAMPLE ACTION PLANS
(FROM WISSAHICKON SCHOOL DISTRICT)

ACTION PLAN I: AMERICAN AS AN ORCHESTRA

GRADE LEVEL: SIX TO EIGHT

SUBJECT AREA: ENGLISH-SOCIAL STUDIES

PURPOSE:

To make the student aware that America is not a *melting pot* but a land of cultural pluralism.

ANTICIAPTED OUTCOME:

The students will be able to discuss their reasons for feeling that America is a melting pot for some –and not for others.

DESCRIBE THE PLAN:

Have students read the selection.

Questions for discussion.

1. What does the term melting pot mean?
2. What is cultural pluralism?
3. What does the author mean by *a democracy of nationalities?*
4. What can American civilization come to mean?
5. How does the American society compare to an orchestra?

MATERIALS: pp. 15 - 17 of text listed below

RESOURCES: TEXT: **MANY PEOPLES, ONE NATION**

SAMPLE ACTION PLANS
(FROM WISSAHICKON SCHOOL DISTRICT)

ACTION PLAN II: A NATION OF IMMIGRANTS

GRADE LEVEL: SIX TO EIGHT

SUBJECT AREA: SOCIAL STUDIES

PURPOSE:

To make the students aware of:

1. The reasons why people immigrated to America.
2. Which immigrant groups prospered and which groups did not.
3. The nature and extent of *native* white opposition to some immigrants.

ANTICIPATED OUTCOME:

The student will be able to describe the reasons why America can be called a nation of immigrants.

Questions for discussion:

1. What were the different reasons people had for coming to America?
2. Who seemed to gain the most from coming here? The least?
3. Why did *native* white Americans resent some immigrants?
4. Should Blacks be considered immigrants?

Ask the class to write a brief summary about–

1. The Indians.
2. The Early European Colonists.
3. The Blacks.
4. The Jews.
5. The Japanese.
6. The Chinese.
7. The Puerto Ricans.

MATERIALS: Text listed below–

paper and pencils

RESOURCES: MANY PEOPLES, ONE NATION

SAMPLE ACTION PLANS
(FROM WISSAHICKON SCHOOL DISTRICT)

ACTION PLAN III: LOVE AND PASTA

GRADE LEVEL: FIVE AND EIGHT

SUBJECT AREA: SOCIAL STUDIES

PURPOSE:

To describe the life of a typical American family, Italian style.

ANTICIPATED OUTCOMES:

Students can compare the life and temperaments of the Italian family depicted in the story with their own.

DESCRIBE PLAN:

Have students discuss the similarities and differences between their own families and the Italian family in the story.

Questions for discussion:

1. Why were Joe's parents proud of him when he threatened to knock over the table?
2. Why did Joe dislike being called *Columbus?*
3. Why did Joe dislike being called *Little Swede?*
4. What makes Joe's family an American family, Italian style?
5. Does his family differ from your family?
6. In what ways?

MATERIALS NEEDED: pp. 187 - 195 of text listed below

RESOURCES NEEDED: Book: **MANY PEOPLES, ONE NATION**

Concept XI **The declaration of independence and constitution of this country promise freedom and equality for all individuals and groups.**

Objective: Students will understand why and how the legal guarantees of equal rights and opportunities for all citizens may be violated in practice.

Activities:

1. Have students view the filmstrip/record *Liberty Street - One Way* (Guidance Associates) which shows how defacto segregation and racial inequities operate in the lives of two men - a black and a white - friends and equals in every apparent way. Students will see that being black has excluded one from the property, the freedom of opportunity and educational benefits for his children enjoyed by the white. This should serve as a springboard for a discussion of the various ways in which discrimination operates to negate legal guarantees.

2. Hold a discussion with the students as to what the signers of the Declaration meant by the statement *all men are created equal.* What equalities were specifically guaranteed by the 1787 Constitution? List those which were added over many generations to the Civil Rights Act of 1965.

3. Ask a lawyer from the community to discuss state and federal laws concerning segregation in housing and employment.

4. Ask the students to interview professionals in the community of racial, religious or ethnic minority status or who are women (for example, doctors, ministers, educators, lawyers) to learn of problems which they encountered in their education or career because of their minority status or sex.

5. Have students explore the idea of *unjust laws*: Who decides whether a law is just or unjust? Should an unjust law be obeyed?

6. Ask students to present for class discussion from their reading, films, news media or personal experience, cases where two fundamental freedoms may be in conflict (as *freedom of speech* and *domestic tranquility).*

7. Suggest to the students they attend a court session, visit police headquarters and interview various judicial officials concerning their duties.

8. Ask students to explore inequities in law enforcement as they apply to various groups within their community.

9. After doing research, have students reenact various incidents from the McCarthy investigations illustrating *guilt by association*. Compare this with the White House *hate list* as disclosed by the Watergate hearings.

Materials:

Civil Rights and Civil Liberties (Problems of American Society)

The National Citizenship Test.

Douglas, William O. **Freedom of the Mind.**

Judgment Series (Civic Education Service)

Westin, Alan F. **Freedom Now! The Civil Rights Struggle in America.**

Justice in Urban America (Law in American Society Foundation)

Cohen, Schwartz, Sobal. **The Bill of Rights.**

Audio-visual:

Rush Toward Freedom (Schloat filmstrips)

Our Living Bill of Rights (case-study materials - open-ended films designed to make terms such as *justice, liberty* and *equality* relevant to students' lives. (E. B. Films).

Civil Disobedience: A Higher Law. Teacher guide, film, student narrative (Lincoln Filene Center, Tufts University)

SAMPLE ACTION PLANS
(FROM WISSAHICKON SCHOOL DISTRICT)

ACTION PLAN I: AN OMISSION FROM THE DECLARATION OF INDEPENDENCE

GRADE LEVEL: FIVE AND EIGHT

SUBJECT AREA: SOCIAL STUDIES (especially American history)

PURPOSE:

To make the student aware that Thomas Jefferson's first draft of the Declaration of Independence contained a paragraph which attacked George III for his *propagation of slavery.*

To make the student aware why this paragraph did not appear in the final version of the Declaration.

ANTICIPATED OUTCOME:

The student will be able to write a paragraph which summarizes what Jefferson said about slavery, and the reasons why his ideas did not appear in the final copy of the Declaration.

DESCRIBE PLAN:

1. The teacher (or selected students) should read from **A Pictorial History of the Negro in America** by Langston Hughes and Milton Meltzer.

2. During (or after) this reading, the teacher and/or the students will interpret the material.

3. The students will then write a paragraph summarizing Jefferson's attack on George III and the economic, etc. reasons why his ideas did not appear in the Declaration when it was published.

MATERIALS NEEDED: Copies of Jefferson's paragraph in the first draft of the Declaration in which he attacks George III for supporting slavery.

RESOURCES NEEDED: **A Pictorial History of the Negro in America**

SAMPLE ACTION PLANS
(FROM WISSAHICKON SCHOOL DISTRICT)

ACTION PLAN II: PROTEST IN PENNSYLVANIA

GRADE LEVEL: FOUR

SUBJECT AREA: SOCIAL STUDIES

PURPOSE:

To show that one of the first formal protests against slavery was presented in Pennsylvania in 1668.

To discuss the original draft of the Declaration of Independence. The original draft contained a clause condemning slavery. However, to insure passage of the Declaration, the clause was struck from the final draft as offensive to some of the Southern delegates and a few from the North.

ANTICIPATED OUTCOME:

Pupils will become aware of the humanitarian sentiment against slavery and how it found no direct expression in the Declaration of Independence. Class should be able to discuss or write about their opinions of the Declaration, with or without its inclusion of the section on slavery.

DESCRIBE PLAN:

1. Suggested questions which can be used to begin a discussion:

   a. What does the clause *all men are created equal* mean to you?
   b. How do you think Southern whites felt about that clause?
   c. How do you think the slaves felt about the clause *all men are created equal?*
   d. Where was the first Continental Congress held?
   e. How did the Quakers of Pennsylvania feel about slavery?

MATERIALS NEEDED: Any library books or articles that children can find concerning colonial times.

Pencils

Paper

RESOURCES NEEDED: Blacks in American History,
American Revolution (First Book of), Richard B. Morris.

SAMPLE ACTION PLANS
(FROM WISSAHICKON SCHOOL DISTRICT)

ACTION PLAN III: A. PHILLIP RANDOLPH'S MARCH ON WASHINGTON

GRADE LEVEL: SEVEN TO TWELVE

SUBJECT AREA: SOCIAL STUDIES

PURPOSE:

To introduce the students to the original march on Washington, its creators, its purpose, and its success.

To expose students to the inequities that existed in this country in the government defense industries for Black workers while Black soldiers fought on foreign soils to perpetuate the ideals of democracy.

ANTICIPATED OUTCOME:

Students should be able to interpret the discriminatory practices that caused blacks to sometimes question the validity of their patriotism, as government perpetuated discrimination.

DESCRIBE PLAN:

1. In a moment's discussion have students recall the 1963 March on Washington, why it took place, and what occurred.
2. Next have students read reprint of article about the planned 1941 Washington March.
3. Discussion questions:
   a. When was the idea of a Washington march first conceived to protest the government's actions on Civil Rights?
   b. What was the purpose in 1941 of the March?
   c. What effect would it have on you as a student if you were fighting in a foreign country to defeat a Fascist enemy and your government at home was sanctioning unfair racial practices such as: lynching, employment discrimination, segregation, etc.?
   d. Why wasn't it necessary to carry on the March?

MATERIALS NEEDED: Reprints of text

RESOURCES NEEDED: Bradford Chambers *Chronicles of Black Protest*

Concept XII **Citizenship is the assumption of individual and collective responsibility for the consequences that may result form individual and group action or inaction.**

Objectives:

A. To learn that a good citizen is one who exercises freedom with consideration for another's rights.

B. To learn that with every right there is a duty and each must be exercised with due regard for the other.

C. To learn that every individual has a responsibility to participate in the political system, and failure to fulfill this responsibility may have serious implications for society.

Activities:

1. Conduct a class discussion on the alternative meanings of the phrase *loyalty to my country* - using the following topics: Nuremberg Trials, anti-war demonstrations, Mylai incident, Watergate issue.

2. Hold a student debate on the passage of gun-control legislation. Have students assume roles of individuals who favor or oppose such legislation.

3. Have students play the simulation game **Yes But Not Here** which shows the conflict of private interest vs. social good which emerges in a community involved in the location of low cost housing for the elderly.

4. Using the Kitty Genovese case (Brooklyn mugging victim killed in sight and hearing of neighbors) as an example, ask students to try to cite other cases, which they have seen or heard about, which focus on the problem of noninvolvement. Have students discuss the following: Why do people fail to act in behalf of the victims? What can be done to change citizen apathy?

Materials:

Gibson, William. **Lessons in Conflict: Legal Education Materials for Secondary Schools.** Lincoln Filene Center, 1970. $2.00

Dimensions of Citizenship: (Lincoln Filene Center)

1. *Effective Citizenship* $1.50
2. *Citizenship Denied* $1.00
3. *Citizenship Affirmed* $1.00

Simulation Game:

Yes, But Not Here. $12.00 (Macmillan)

Chapter IV

Group Life of the School

CHAPTER IV

The Group Life of the School

Study courses represent only a part of the learning that occurs in school. Students are quick to take cues from the general atmosphere of their surroundings. They notice how teachers treat each other, who eats lunch together and how relaxed the principal is in the company of students. They sense whether new ideas are genuinely welcome by the adults in the school. They know which teachers value discovery and exploration, and which do not. Particularly, they understand whether the type and quality of interaction in the school supports or contradicts the formal lessons of the classroom.

Therefore, the teaching of intergroup concepts cannot be limited to syllabi and formal course structure. If indeed these concepts are to become a shaping dynamic in the education of students, they must permeate every dimension of school life. It is not enough to make a special assignment on women or minority group history. Appreciation of diversity and commitment to the worth and integrity of all groups and all individuals must be evident in:

a. casual conversations in the hallway

b. the school's relationship to the community

c. the way in which policy is made and materials selected

d. the application of discipline and all other aspects of school life.

In short, intergroup understanding is not a single act or assignment. It is a fully matured, complex and carefully nurtured attitude toward life and learning and is taught best through human behavior, not textbooks.

An important part of the intergroup curriculum, then, falls outside of the regular curricular areas and requires that the school staff take an active interest in examining and, where necessary–changing the patterns of thought and behavior that characterize the school as a whole. In other words, they must see themselves as *school* faculty–not English faculty, science faculty or physical education faculty–and must interpret their intergroup commitment in that broad context.

There are a number of *signals* that can be read in the school environment which should indicate a need for change. Some of these–and the kinds of faculty activities which can provide direction and leadership for improvement–are suggested in the following chart. Many of these suggestions include possibilities for student involvement and should be considered in context with the 12 intergroup concepts.

PROBLEM	INITIAL ACTIVITY	CONTINUING ACTIVITIES
Curriculum materials may not (do not) discuss the contributions and problems of women and minority group members.	Establish a committee (parents, teachers, students, administrators, board members) to review both materials and the selection procedure.	Replace materials where possible. Use library materials as supplements. As an interim measure, develop mini-courses to focus on neglected areas.* Hold teacher workshops on how to create alternative materials.
Faculty members appear to associate primarily with other faculty members of their own race, ethnic group or sex.	As faculty members enter faculty meetings, give each (at random) a color-coded tag indicating seating areas. Use these color groupings as small groups for the discussion of problems.	Hold faculty workshops on intergroup communication. Divide into groups and discuss fictional situations. Do role-playing with faculty members reversing roles.
Faculty and administration staffing appear to reflect sex- or race-linked patterns.	Complete a survey for both males and females in the racial and cultural minorities in your community according to the following categories: school board directors (officers, members); superintendents; director of curriculum; principal; department head; elementary teachers; secondary teachers. Compare salaries for males and females, and whites and minority group members at each level.	Create a committee of school and community representatives. Examine hiring and promotion practices. How does the school make most of its contacts in searching for new candidates? Are these contacts likely to bring in women and minority groups? How are interviews conducted? Is an attempt made to include both women and minorities on the interviewing team? What opportunities are provided to the school's present staff to encourage women and minority members to advance within the system? What community contacts are available to provide advice on how to improve recruiting and hiring practices?
Community involvement in the school is minimal. Few parents participate in the school-parent organization or in school aid programs. Relationships between the school and community tend to be adversary and to develop only at times of crisis.	Using a school-community committee, consider the ways in which the school may signal to parents that their help is not wanted; the extent to which present involvement is only by limited segments of the community; the manner in which school board meetings are conducted. Identify the most populous racial and cultural groups in the community, and the various community action groups.*	Using a vehicle such as the Department of Education's long-range plan, develop a pattern of cooperative school-community planning. Use the relationships developed in working on the plan to examine other areas of school life for heightened community involvement.*

*Asterisks indicate an activity in which student participation would provide a particularly valuable adjunct to the *Classroom* development of intergroup concepts.

PROBLEM	INITIAL ACTIVITY	CONTINUING ACTIVITIES
The student government is not representative of the diversity of racial and cultural groups and of the numbers of female students.	The student government should appoint–partially from its own membership and partially from students not participating in the government–a group to analyze the make-up and effectiveness of student government. (The problem may stem, in part, from a sense that student government is not a significant voice in the over-all direction of school affairs.) This committee should present a full report of its findings and recommendations to the administration and school board.*	Hold student elections according to ward divisions within the community.* Hold student government sponsored workshops on the cultural heritage and identity of minority groups represented in the student body. Include in this activity workshops on women.* Include student government representatives in other school-community activities such as those suggested in this chart.*
Students of both sexes or of various cultural and racial groups do not participate in all extracurricular activities in approximate proportion to the student body.	Using a group which includes students, community representatives and school staff, examine the relationship of extracurricular activities to the school's philosophy and regular curriculum. Do the activities offered meet the interests of a wide variety of students? Are they funded equally? Are all activities given the same status by the school and community? Is the lack of participation by students related to patterns of community apathy? Do unnecessarily high scholastic requirements exclude large segments of the student body from significant group experiences?*	There are a number of activities which can improve this aspect of school life. The extracurricular program can be revised to focus on activities with potential involvement by many students, minority culture clubs can be begun, existing clubs can make special efforts to understand why women or minorities do not participate and can encourage their involvement. Certainly, a school-community education program on the role of extracurricular activities should occur. Perhaps most important, however, and most difficult, is the redistribution of funds and facilities.*
The consideration of issues involving racial or ethnic problems, or the problems of women, is an uncommon and uncomfortable activity for the school and community.	The school has an important opportunity to play a leadership role in the development of intergroup education for the entire community. Begin with activities which are comfortable for the school staff, for example, a faculty-administration workshop on this curriculum guide. Do not set unrealistic goals for that initial consideration. Rather, plan follow-up workshops in which discussion of the curriculum itself can broaden to other activities such as those suggested in this chapter.	Examine the philosophy of the school in light of the preparation of adults for participation in a pluralistic society. To what extent do curriculum offerings reflect this pluralism? Do teaching/learning modes include personal discovery and the development of problem-solving skills? Are curriculum and staffing practices sufficiently flexible to allow adaptability to changing social concerns and responsibilities?*

*Asterisks indicate an activity in which student participation would provide a particularly valuable adjunct to the *classroom* development of intergroup concepts.

PROBLEM	INITIAL ACTIVITY	CONTINUING ACTIVITIES
Different behaviors are expected from boys, girls and minority group members.	Examine the use of disciplinary actions and the assignment of special activities. Are different methods of punishment acceptable and used for boys more than for girls? For different racial groups? Is there a tendency to consider disturbances involving blacks as more serious than similar situations involving whites? Are special activities assigned on the basis of sex, e.g., the boys act as patrol guards and the girls bake cookies?*	Teachers and administrators should design and participate in workshops designed to increase awareness of sex and race stereotyping. These workshops might include such activities as textbook analysis and role-play situations. The use of terms like *"chick," "baby," "doll," "red-neck,"* and *"gook"* should be examined. Activities involving the identification and discussion of stereotypes and prejudices should be used.

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*Asterisks indicate an activity in which student participation would provide a particularly valuable adjunct to the *classroom* development of intergroup concepts.

Chapter V

The School and Community

Chapter V

The School and Community

The joint responsibility of the school, home and community is to do everything possible to provide healthy and constructive intergroup experiences for each child. This requires that administrators, teachers and parents understand the need for intergroup education for all children and work together in order to reinforce each others efforts.

Positive intergroup education requires that there exists in schools an emotionally congenial atmosphere, in which satisfying associations are permitted--an atmosphere in which children from all racial and ethnic groups and all economic levels are accepted and can develop self-confidence, mutal respect and understanding. Majority and minority groups participating together in a congenial atmosphere is a step in this direction.

Provisions must be made for an environment that encourages academic and human growth for all students according to their particular talents and needs.

The learners and their needs are the actual focus and all others should be viewed as helpers, as suppliers of material, space, inspiration and support.

For teachers to have a fair chance in carrying out and expanding the intergroup activities suggested in this curriculum, the school administrators, students and community must play their proper roles.

Our present educational structure fails in many instances to grasp the significance of communities. The community provides an excellent starting place for meaningful study of intergroup relation problems and it can be used as a laboratory in many ways. Knowledge of the community is vitally needed and will be helpful in using many of the activities suggested in this curriculum. Such knowledge cannot be gleaned from traditional textbooks; the community itself must be the primary source that the teacher studies.

Often, the child lives in the community but is largely unaware of some of the significant organizational activities that adults are engaged in. Interviews and talks in class and in the community could be arranged with representatives of minority groups concerned with topics other than the special problems of their own group, and with students or parents of children from distinct cultural groups. If there are local organizations working to change community practices, lessons that address themselves to those needs could be taught by introducing the children to the work of the community. By bringing into focus all the learning forces and factors in the community we work toward eliminating many of the causes of social ills that effect our children.

School administrators must assume the responsibility for providing leadership and facilitating teacher preparation. There is special need for parental and community understanding of this emphasis, because it is aimed at changing some prevalent and long-standing attitudes and patterns of behavior. In some instances it will be necessary for school personnel at all levels to reassess their individual attitudes toward ethnic groups, and be able to face fully and honestly the need for modification of personal behavior and attitudes. It is possible that many administrators, teachers and parents, upon seriously evaluating their own attitudes regarding race and sex, might find it necessary to make some positive changes. Effective intergroup education will require the active support of the school superintendent and principals. Official policy should be enunciated by the board of education or superintendent, giving intergroup education a bona fide place in the curriculum of the school. The school administrators must be constantly aware of the educational needs of the community. They must see their responsibility as that of providing leadership in interpreting the program to the community, realizing that intergroup education activities will be strengthened by the understanding and at least the silent consent of parents.

The emphasis of intergroup education is of sufficient importance to become the responsibility of every classroom teacher. It is all encompassing and should not be divorced from any area of the curriculum. It needs to be stressed as an integral part of the school program at all levels and in all areas of the curriculum throughout the school year. The most important ingredient for effective intergroup education is the teacher's attitude and relationship with his/her students. A prerequisite for the teacher is a strong personal conviction of the need and value of integrating intergroup education concepts into teaching activities. If this curriculum is to be helpful to teachers, they must be in agreement with the validity of the aims and objectives of intergroup education. With the necessary attitudes and conviction, each teacher can start somewhere and proceed to the depth that his/her background and experience make possible.

Communication must move from teacher to teacher, child to child and parent to parent. If parents are to support the efforts of teachers they must be constantly aware of the school's direction and more involved in the education of their children.

In this respect, counselors too play an important role. They must have a high estimate of human potential–believing all can learn and achieve if they have adequate opportunity. Young people must receive sound guidance and counseling to help them consider their interests and abilities in relation to their potentials.

Certainly all persons concerned with intergroup relations should be sincere. If they are not, students themselves will sense it. Serious examination of one's self may not change one's views, but it can help persons understand the potential effects of their views and control their expressions.

Chapter VI

The Last Word

Chapter VI

The Last Word

This publication provides a resource to school personnel in structuring student activities. The Office of Equal Rights is most interested in receiving reactions of individuals as they try out the suggested activities. It will be very helpful to obtain other ideas and approaches which have been developed and used successfully in local school districts. Such activities may have been developed either by individual teachers or through district projects.

Two forms are provided for readers to share their experiences. If the response is sufficient, the Office of Equal Rights will periodically share the information provided to school systems and interested individuals of the Commonwealth.

Form A

REACTION TO SUGGESTED ACTIVITIES

Return to: Office of Equal Rights
Office of Basic Education
Pennsylvania Department of Education
Box 911
Harrisburg, Pa. 17126

Name: _____

Title: _____

School District: _____

Telephone: _____

Content Area: _____

Grade Level: _____

Concept: _____

_____

Activity Tried: (Indicate page of guide where activity appears: p .)

_____

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Your Reaction: _____

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Student Reaction: _____

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Additional Comment: _____

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_____

Will you continue using this Curriculum? Yes_____ No_____

Form B

LOCALLY DEVELOPED ACTIVITIES

Return to: Office of Equal Rights
Office of Basic Education
Pennsylvania Department of Education
Box 911
Harrisburg, Pa. 17126

Name: _____

Title: _____

School District: _____

Telephone: _____

Content Area: _____

Grade Level: _____

Concept: _____

_____

Description of Activity: _____

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Response to Activity: _____

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Additional Comment: _____

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Appendices

APPENDIX A-1

Amendments to State Board Regulations

Regulations, Chapter 5 of Title 22: Curriculum

The provisions of this 5.21 and 5.23 amended February 9, 1973, 3 Pa. B. 281.

5.21 Racial, Ethnic Group and Women's Studies

In each course of the social studies program in the elementary and secondary schools of the Commonwealth, there shall be included the active roles and contributions of women, minority racial and ethnic groups in the history of the United States and the Commonwealth of Pennsylvania

5.23 Intergroup Education

The instructional program of every school shall include intergroup concepts which are designed to improve students' understanding and relationships between individuals and groups of different sexes, races, national origins, religions and socioeconomic backgrounds.

CHAPTER 5. CURRICULUM REQUIREMENTS

HEALTH AND PHYSICAL EDUCATION

(Adopted by State Board on September 13, 1974, Effective July 1, 1975)

5.25 Health and Pnysical Education

(a) Health Education

A planned program of health education shall be taught to each student as a part of the instructional program at the elementary, middle and/or junior high and senior high levels. Programs shall include preventive education in current health problem areas and shall be designed to help every child acquire good health habits and understanding of the conditions necessary for maintaining physical and emotional well-being.

(b) Physical Education

Instructional Programs

Each student in each grade shall participate in a planned program of physical education. The planned program shall include activities which:

(1) Assist each student to attain and maintain a desirable level of physical fitness.

(2) Develop desirable competencies for participation in sports lifetime in nature, team sports, and games.

(3) Promote an understanding of the relationship between regular physical activity and health.

(4) Provide sports, games, and other physical activities that promote self-confidence and the ability to work in a group.

(5) Require co-educational instruction at the elementary level and provide co-educational instruction at middle and/or junior high and high school levels.

(c) Adapted Physical Education

An adapted physical education program designed to meet the individual needs of boys and girls shall be included in the planned program at the elementary, middle and/or junior high and senior high levels.

The adapted physical education program shall be available to boys and girls who for physical, psychological or other reasons are unable to participate in the regular physical education program.

(d) Intramural Programs

Each school district shall develop and conduct, as part of its Long Range Development Plan a program of intramural activities for all upper elementary grade students (grades 4-6) and all secondary grade students. The intramural program shall provide all students with the opportunity to participate through the school year at a level appropriate to their interest and ability. The plan shall insure that the intramural program provides all boys and girls with equal access to:

(1) School facilities
(2) Appropriate instruction
(3) Scheduled program time
(4) Number of activities
(5) Equipment, supplies and services
(6) Co-educational activities
(7) Funding appropriate to the sport

(e) Interscholastic athletic Programs

(1) All interscholastic athletic programs shall be conducted in accordance with regulations of the State Board of Education.

(2) Separate programs of interscholastic athletics shall be available to boys and to girls which provide equal access to:
(a) School facilities
(b) Coaching and Instruction
(c) Scheduling of practice time and games
(d) Number of activities at each level of competition
(e) Equipment, supplies and services
(f) Funding appropriate to sport

(3) School districts may also sponsor co-educational teams.

(4) No rules may be imposed that exclude girls from trying out for, practicing with, and competing on boys' interscholastic teams.

(f) Part-Time Employes

Boards of school directors may employ as coaches persons who are not full-time employes of the school district, but who meet the following requirements:

(1) Have satisfactorily completed a program of study for certification approved under regulations of the State Board of Education to develop the following competencies:

(a) First aid, care and prevention of athletic injuries and rehabilitation following injury.

(b) Impact of sport upon the behavior of the athlete and his or her relationship with the culture and society.

(c) Theory and techniques necessary to coach a sport or sports at the interscholastic level.

(d) Anatomical and mechanical principles of sports skills.

(e) Scientific principles as applied to strength, muscular and cardio-respiratory endurance in training and conditioning for sports.

(2) Shall perform duties consistent with a documented statement of need submitted by the board of school directors for the approval of the Secretary of Education.

APPENDIX A-2

Long Range Development Plan Guidelines, July 1975. The equal educational opportunities component of the proposed guidelines are accompanied by a series of forms to be completed by each district in its planning process. A set of criteria for judging each of the questions has also been developed. These guidelines are scheduled for adoption in September 1974.

Section 10 - Equal Educational Opportunities

One of the priorities of the Pennsylvania Department of Education is the assurance of equal educational opportunities for all persons within the public education system. The Long Range Plan should reflect the district's efforts toward achieving equal opportunities and serve as a way of documenting these efforts.

Question 1 - Provide pupil enrollment statistics by race/ethnic group by building for the current school year and the fifth year from the original date of plan submission. The prime consideration here is planning for the elimination or prevention of de facto segregation or racial isolation. Identify any existing problems of racial isolation and projected plans for the elimination or reduction of these problems. (Note: Statistical information should be recorded in the School Facilities section - Chart B.)

Question 2 - Describe the present and projected district policies and practices for recruitment and promotion of minority and women employes, both professional and nonprofessional. If you do not have a policy, please signify this under present program and practices. All districts should develop an affirmative action plan and state its contents under the projected program and practices column. Each plan should include:

a. A statement of district philosophy regarding the recruitment, employment and promotion of minorities and women.

b. Specific steps to be followed to implement the plan, e.g., staff recruiting responsibilities, resources to be used (including colleges and universities, community groups, and employment agencies), recruiting techniques, etc.

c. Numerical goals for each category of employes to be achieved during the life of the plan. (These goals should be reflected in the charts on pages 10-2,3, and 4. Progress on the goals should be examined frequently in terms of attainment and good faith effort and any revisions should be included in updated plans along with justification.

Provide present and projected staff employment statistics for both professional and nonprofessional employes by race and sex by building for each of the employment categories indicated on the forms. (Note that the nonprofessional employe figures are not required by building.)

Question 3 - The inclusion in curriculum of content and materials regarding the history, contributions and roles of minority racial/ethnic groups and women is a component of quality intergrated education. Describe the projected goals and activities at the elementary, middle or junior high, and high school levels for this component. Consideration should be given to each of the program areas as developed in section 11A

Question 4 - A second component of quality intergrated education is the opportunity for students of both sexes and from all racial/ethnic groups to participate equally in all school-related activities. Prime consideration here is the elimination of any untoward concentration of students of one sex or minority racial/ethnic group in any one activity, other than those approved by the State Board of Education. Describe present patterns of participation and district projected goals.

Question 5 - A third component of quality integrated education is a guidance-counselling program responsive to the needs of all students. Prime consideration here is the elimination of discrimination and stereotyping in grouping, course selections, testing program, and career and postsecondary education choices. All students should be encouraged to consider seriously all programs of study, and to make choices based on their interests and talents, not based on their race or sex. From this point of view, describe the present counselling program's strength and weaknesses and projected goals.

Question 6 - The success of the preceding components depends to a large extent upon board and administrative policies and practices. This section should include an examination of existing policies and practices which affect student participation and achievement, such as:

a. Policies and practices which encourage participation of minorities and female students in programs and activities.

b. Policies and practices which ensure that disproportionate penalities to members of any one group do not occur, e.g., suspension policies.

c. Policies and practices which support program goals as projected in Questions 3, 4 and 5.

DESEGREGATION POLICY
(Adopted by the Board - May 11, 1973)

The Pennsylvania State Board of Education reaffirms its position that a component of quality education is racial integration. The presence in a school of children from different racial backgrounds is an important element in the preparation of young people for active participation in a pluralistic democracy.

The public school has long been viewed as a basic social instrument in attaining our traditional goals of equal opportunity. While we recognize that the school alone cannot solve the ills of segregation that exist in the larger society, it is still incumbent upon the public school systems to administer policies and programs in ways which lessen the deleterious effects of racial prejudice and segregation on both majority and minority children in the total community.

School boards have the responsibility, as well as the duty under the Federal Constitution and laws of Pennsylvania, to assign children to buildings in ways which result in the maximum desegregation possible, by whatever means that are necessary.

We recognize that it is no easy matter for school board members, concerned citizens and educators to bring about the desegregation of facilities. Yet it is a fact that in Pennsylvania, 20 of the 25 districts that were required to submit desegregation plans, are now desegretating their schools. A total of 78,076 children are attending schools which have been changed from racially segregated. It is also a fact that in these 20 districts only 8,127 additional pupils are being transported for desegregation purposes. This figure represents only 15 per cent of the total 54,533 public school pupils being transported for all purposes in these districts.

The obvious conclusion from the above figures is that *massive* busing has not been a characteristic of the desegregation of Pennsylvania's schools. Nor will it be in the future, since travel time and distance are factors which both the Pennsylvania Human Relations Commission and the Pennsylvania Department of Education have taken and will continue to take into account when determining the acceptability of desegregation plans.

The truth of the matter is, however, that Pennsylvania has virtually completed school desegregation in its smaller cities where sizable minority groups exist. In these systems we must continue to move affirmatively from physical desegregation to integration.

The ideal to be reached is quality integrated education characterized by the following features:

1. The range of academic achievement is similar among racial groups in the school;
2. Attitudes toward self and others are equally positive within each racial group;

3. The curriculum and educational materials reflect the racial diversity of the population;

4. Students from different racial groups participate equally in all school roles;

5. Minority staff members are found at all levels in the system; and

6. Parents of both majority and minority children participate equally in school community affairs.

Desegregation is only the first step toward this ideal, but it is the step, nonetheless, that must be taken if progress toward the ideal is ever to be achieved.

Those involved in the preparation of school personnel in undergraduate, graduate and in-service programs share the responsibility of equipping educators with the necessary knowledges, skills and competencies which will help change desegregated buildings into integrated learning environments.

In those systems where the problem of segregation is an incipient one, characterized by a lesser degree of racial imbalance not requiring intervention by the Pennsylvania Human Relations Commission, the State Board of Education will continue to employ the Long Range Plan Program to prevent the extension of racial isolation where this is or threatens to be a problem.

At the same time, educators must ally themselves with other groups in the state and local community which are working to eliminate the practices which result in segregated housing patterns such as zoning policies, housing subsidy policies and mass transportation patterns.

The foregoing refers to those systems which have the advantage of the presence of minority members in the district. The sad fact is that over 75 per cent of the school systems in Pennsylvania are totally or almost totally white. To prepare young people in these systems for living in a multiracial society requires extraordinary measures and imagination. Such systems should strive to achieve a racially balanced staff and administration, develop voluntary programs designed to bring young people of different races together, design work study projects in a broader neighborhood than the local community and insure that the curriculum and enriching experiences of the school program reflect the diversity of the world of which their students will soon be a part.

The Pennsylvania State Board of Education regards the goal of quality education attainable when white and black students, white and black teachers, white and black administrators and white and black members of boards of school directors are all working together to produce graduates of the highest possible quality.

Commonwealth of Pennsylvania
Department of Education

SCHOOL ADMINISTRATORS' MEMORANDUM **544**

Subject: Sexism in Education

September 5, 1972

To: Chief School Administrators
Intermediate Unit Executive Directors

From: John C. Pittenger
Secretary of Education

John C. Pittenger

In accordance with the intent of the Amendment to Article One of the Constitution of the Commonwealth of Pennsylvania which prohibits the denial or abridgement of rights because of sex, and in keeping with the policy of Governor Milton J. Shapp, as set forth in Executive Directive 13, which states, in part, "A major effort will be exerted to end discrimination against all minority groups and women...," I hereby commit the Department of Education to making the elimination of sexism in education a priority.

The policies which I have established and upon which the public schools in the Commonwealth will be evaluated are that:

1. Sex-segregated and sex-stereotyped classes, programs, activities, and courses of study be eliminated.

2. Feminist literature be included in school libraries and efforts be made to secure instructional materials, including textbooks, which favorably portray women in non-traditional roles.

3. All students be counseled to consider a variety of career opportunities, not only those traditionally entered by persons of their sex.

4. Job placement practices assure students of employment opportunities without restriction because of sex.

5. Annual goals be set for hiring, training and promoting women of all races at every level of employment.

6. The role of women becomes an integral part of tne school curriculum.

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Chief School Administrators	Staff Assistants	School Board Secretaries	Secondary Principals	Elementary Principals	State Colleges & Universities	Nonpublic Schools	Department of Education Staff
587	587						587
CHIEFS OF SPECIAL PROGRAMS							Number of Sheets in this Release
Special Education	Vocational Education	Agriculture	Home Economics	School Milk & Lunch	Highway Safety	Instructional Materials	
							1

I recommend you develop programs, if you have not already done so, such as the following to support these policies:

1. Sensitize all staff to sexism and to what are degrading and discriminatory practices.

2. Eliminate sex-stereotyped roles in all school publications.

3. Eliminate assignments by sex in all job classes and student positions.

4. Seek the establishment of child care/development programs for children of staff, faculty and students, with costs according to ability to pay. These programs can be used for training the students in child care and family relationships.

5. Provide before and after school programs especially for children whose parents work.

6. Provide a sex education course in human growth and development which includes emotional and physical growth and interpersonal relationships.

I have directed the staff of the Department of Education to consider the elimination of sexism an important part of their responsibilities. They will provide you with technical assistance and advisory services.

All such programs hinge on a satisfactory evaluation system. Therefore, I assure you that the Department will fulfill its evaluation responsibilities in accord with procedures which will be clearly stated.

I seek your cooperation in meeting our joint responsibility to eliminate discriminatory practices in the schools of the Commonwealth.

APPENDIX A-5

PROGRAM APPROVAL GUIDELINES FOR INTERGROUP EDUCATION

I. Introduction

The need for the inclusion of intergroup education content at the preservice level of teacher preparation has been a continuing concern of the Pennsylvania Department of Education. Unless preservice teachers have an opportunity to develop competency in Intergroup Education, there is little hope that they will be able to deal constructively with the development of those attitudes, knowledges and skills which will enable both majority and minority group youth to move more comfortably and more securely within our pluralistic society.

The State Board of Education, March 1965, adopted the following recommendation:

> *The Board emphasizes its support of the intergroup and human relations education program developed and conducted by the Department of Public Instruction (Department of Education).*
>
> *It encourages all school districts in the Commonwealth to provide a long range program of intergroup and human relations education designed to improve each pupil's knowledge of and sensitivity to the social groups which make up our pluralistic society. In addition, the Board requests that all teacher education institutions provide similar instruction for all prospective teachers.*

In 1970, the department adopted a revised **Policies, Procedures and Standards for Certification of Professional School Personnel.**

A need has been expressed for a more definitive statement concerning the scope of Standard XIV of the General Standards, page 7, and guidelines to aid teacher education institutions in applying this standard to the general professional education sequence.

> *Standard XIV. The program shall include intergroup content and experiences which encourage intellectual awareness of and emotional sensitivity to the cultural pluralism of our schools and society.*

Since March 1969, the General Curriculum Regulations of the State Board of Education of Pennsylvania have included in Chapter 7, Section 7-154, a regulation which requires that *intergroup education shall be included in appropriate areas of the instructional program of every school.* This mandate pertains to both the elementary and secondary levels.

All colleges and universities engaged in the preparation of school personnel have a major responsibility for adequately preparing educators who will implement this regulation.

II. Rationale

Intergroup education is concerned primarily with fostering better understanding and relationships between individuals and groups of different sexes, races, national origins and socioeconomic backgrounds. As indicated, much more than race relations is included.

While this concern has traditionally been assumed by educators as a legitimate area of school responsibility, recent developments in our country's history have added an immediacy for improved school intergroup relations programs. These include:

1. The directions which the Civil Rights Movement has taken since the 1950's;
2. The impact of school desegregation;
3. The rising expectations and increased involvement of minority group members in school affairs;
4. The press by youth of all groups for more direct participation in school decision-making processes;
5. The infusion of federal funds in school programs which particularly affect minority communities;
6. The reemergence of the Women's Rights Movement as a social, political and educational force;
7. The varying responses of minority and majority group members to all of the above.

From the above, it is apparent that teacher education institutions share a major responsibility in developing programs which deal with the current realities impinging on our schools, thereby providing prospective teachers with the understandings, knowledges and skills necessary to maintain our schools as viable institutions in a democratic society.

Because women and minority group members are the victims of subtle but pervasive prejudice and discrimination, we are not fully utilizing the talents of all segments of the population. The whole of society is as much the loser as the individuals concerned. In order to overcome the negative atmosphere which keeps women and minority persons from full participation in our society, teachers should be sensitive to the problems attendant on minority status (which includes women) and equipped to help their students overcome the negative feelings toward themselves which result from minority status.

III. Basic Program Components

A program to prepare educators which meets Standard XIV includes the following:

1. Knowledge about their own groups and about groups other than their own and how these groups interact with each other in various settings;

2. An awareness of and sensitivity to the needs and problems of individuals and groups other than their own, and encouragement of exploration of one's own attitudes and those of others;

3. Opportunities to develop skills in interacting with people of groups other than their own.

IV. Basic Program Competencies

The following competencies are suggested:

1. Ability to participate comfortably, effectively and democratically in culturally mixed groups.

2. Ability to participate effectively in the study and discussion of controversial issues.

3. Awareness of value issues and a sense of personal responsibility for value judgments regarding relationships across sex and group lines.

4. Ability to display a respect for the diverse cultures and classes within a given classroom.

5. Ability to level with students from varying cultures as individuals and groups.

6. Ability to use the student's and one's own racial, ethnic and cultural backgrounds as an educational resource.

7. Ability to understand a student's problem or a conflict situation in terms of sexual, cultural, racial or socioeconomic dynamics.

8. Ability to interpret honestly matters relating to student's socio-economic status or culture.

9. Ability to recognize stereotyping, in all its aspects.

10. Ability to effectively utilize methodologies considered valuable in promoting positive intergroup attitudes, such as role playing, sociodrama, group dynamics and sociometric techniques.

11. Ability to relate professionally (i.e., a helping relationship) to all kinds of students, not only to those representative of one's own background and value orientation.

12. Ability to recognize one's own prejudices and to cope with them in ways not detrimental to others.

13. Ability to handle emotion-laden content and experiences relating to intergroup relations in the school setting.

14. Ability to deal with anger and conflict in intergroup interactions.

V. Program Inclusion

The following are suggested program content and experiences which should help to achieve intergroup education objectives.

A. Knowledge Component

1. The history, cultural heritage and contributions of minority groups which have been customarily excluded from the curriculum, such as the African American, American Indians, Mexican Americans, Orientals, Puerto Ricans and people from Southeastern Europe.

2. The beliefs, practices and contributions of the major religious groups and other sectarian groups which have customarily encountered difficulties in the American school culture.

3. The contributions of women to our culture.

4. Cultural relativism, including both comparisons of various societies and cultural pluralism within our society and comparisons of family life and of male-female roles.

5. The history and ideologies of major American civil rights movements (i.e., the black movement and the women's movement, both of which have been aspects of our culture for almost two centuries), as well as the relationship of those movements to each other.

6. The status of women, the poor and minority groups in this country in such areas as employment, economics, the law, and participation in government.

7. The study of the school as a *culture*.

8. Constitutional decisions, federal and state legislation affecting school policies and practices, i.e., church-state relationships, civil rights, individual liberties.

9. Areas of the School Code and **Regulations of the State Board of Education** applicable to intergroup relations.

10. The roles of power and conflict as they affect the educational system.

11. The educational system's responsibility for the effects of sexism, racism, poverty, religious and ethnic intolerance.

12. The nature of prejudice and the psychological effects of prejudice and discrimination.

13. The influence of sex, race, religion, socioeconomic status and ethnic backgrounds on motivation, learning, achievement, attitudes and behavior.

14. The socialization process: how it operates and its influence on perceptions of sex role, self-concept of majority and minority persons (i.e., the socialization of white male compared to black male, of white male compared to white female, of poor white compared to more affluent white, etc.).

15. Study and analysis of media and its influence on perceptions of *proper* cultural values and stereotypes advertising creates about family life, men, women, blacks, poor, etc.

16. Effects of a school's testing and grouping patterns on intergroup factors relating to the life of the school and community.

17. Effects of a school's cocurricular program on intergroup factors relating to school and community.

18. Intergroup issues related to authority, dependence and resistance to authority.

B. **Awareness Component**

1. A balanced school and community experience program which includes direct exposure to people and conditions where intergroup experiences abound in the areas of sex, race, religion, ethnic and socioeconomic backgrounds.

2. An intercampus interaction program between urban-rural colleges/universities.

3. Opportunities for students to interact across sex and group lines in an atmosphere conducive to exploring attitudes and feelings about differences.

4. Developing a *The Students Teach* program where affected youngsters come into the college classroom to teach as they feel they are taught.

5. Organizing a representative student-faculty-administration committee to participate in the institution's program implementation of Standard XIV.

6. Building into the knowledge component of the program as much direct contact with representatives of affected groups as possible.

C. **Skills Component**

1. Experiences in the selection and utilization of multiethnic curriculum materials in the classroom which develop familiarity and confidence in their use.

2. Participation in the following methodologies: role playing, force field analysis, socio-drama, sociograms, group discussion techniques and other techniques designed to engage prospective educators in facilitating communication and interaction within groups in the school setting, and to aid other students in doing so.

3. Exposure to controlled laboratory experiences and/or simulation to help provide coping skills for intergroup problems encountered in the school setting.

4. Supervised experiences in participating with parent and community groups trying to effect change in the educational system, to begin development of coping skills.

5. Application of problem-solving techniques in dealing with intergroup matters to reduce faulty assumptions; personal, bias and subjectivity.

6. Experiences which encourage the development of collaboration skills in establishing educational policy and in planning curriculum.

VI. Establishing an Exemplary Learning Environment

It is readily apparent that the philosophy underlying Standard XIV has implications for institutional planning in areas other than curriculum.

A teacher education institution seriously committed to reducing the effects of cultural isolation in prospective teacher candidates and developing teachers for our schools who can encourage and enable students to view diversity as having positive value will demonstrate within its own milieu, a setting and climate which exemplifies this value.

This will necessitate specific attention on the part of the administration and departments to the development of approaches to increase the participation of women and minority groups in the total life of the school with increased sensitivity to the problems customarily encountered by them in the school environment. It is recommended that students, representative of the concerns, be included at each step in this effort.

Suggested areas for consideration:

A. Personnel Practices

Equality in salary, contract status and fringe benefits for men and women and minority persons.

Special efforts be made toward correcting inequities in policies on employing, promoting and tenure for men, women and minority groups and toward eliminating imbalances at all levels in all programs.

Equitable representation for women and minority persons on institutions' committees and other campus bodies in their decision-making processes.

B. Admissions Practices

Admission standards and procedures be the same for men and women and that quotas be used as a guide only in cases necessary to correct past injustices.

Active promotion programs to promote the recruitment, admission and retention of students representing a variety of racial, religious and ethnic groups.

C. Teacher Education Programs

A thorough examination of preparation programs for each area of certification offered by the institution to determine necessary inclusion of intergroup education content and experience in student's area of specialization.

D. Student Affairs

Specialized counseling services available sensitive to the needs of the diverse woman and minority student population.

An examination of the housing policies and practices of the institution relative to:

Double Standards for men and women.

The requirement that householders subscribe to a nondiscriminatory policy prior to listing for approved off-campus housing.

An examination of health and recreational programs to ascertain their effectiveness in meeting the needs of women and minority persons.

A study of campus organizations relative to respect for the heterogeniety of the student population.

A study of school-community relations and accommodations and assumption of responsibility for acceptance in the community of the total student population.

E. Graduate and Placement Opportunities

Placement opportunities should make available the same recruiting opportunities to men, women and minority students.

Refusal to recognize discriminatory preferences indicated by prospective employers in referring applicants.

An examination of on-campus student employment practices for possible patterns of stereotypic placement.

VII Sources for Program Implementation

This section is designed to provide resources which can be of help to institutions as they seek to implement Standard XIV. It is by no means exhaustive and we welcome your suggestions regarding additional resources which you find helpful.

A. **Agencies and Organizations which offer or can direct Institutions to Consultant and Advisory Services in the Field of Intergroup Education**

Boston University Human Relations Center
270 Bay State Road
Boston, Massachusetts 02215
617 - 353 - 2770

Center for Human Relations
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
202 - 233 - 9400

Civil Rights Department
American Federation of Teachers, AFL-CIO
1012 Fourteenth Street, N.W.
Washington, D.C. 20005
202 - 737 - 6141

College - Community Service Center
Cheyney State College
Cheyney, Pennsylvania 19319
215 - 399 - 6880

Consultants for Developmental Change
2904 Castlegate Avenue
Pittsburgh, Pennsylvania 15226
412 - 563 - 2865

Division of Education
Pennsylvania Human Relations Commission
100 North Cameron Street
Harrisburg, Pennsylvania 17101
717 - 787 - 4410

Office of Equal Rights
Pennsylvania Department of Education
Harrisburg, Pennsylvania 17126
717 - 787 - 1130

Division of Teacher Education
Bureau of Academic Programs
Pennsylvania Department of Education
Harrisburg, Pennsylvania 17126
717 - 787 - 3470

Institute of Field Studies
Teachers College
Columbia University
New York, New York 10027

Intergroup Relations Commission
Pennsylvania State Education Association
400 North Third Street
Harrisburg, Pennsylvania 17101
717 - 236 - 9335

Learning Associates
905 DeWolfe Drive
Alexandria, Virginia 22308

National Training Laboratory
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
202 - 833 - 4372

B. Agencies and Organizations which offer or can direct Institutions to Consultant, Advisory and Information Services in Specialized Areas of Interest and Concern

Afro Technical and Educational Consultants, Inc.
404 Highland Building
Pittsburgh, Pennsylvania 15206

Aspira of Pennsylvania, Inc.
526 West Girard Avenue
Philadelphia, Pennsylvania 19123

Association of American University Professors
Committee W
c/o Margaret Rumbarger
One DuPont Circle, N.W.
Washington, D.C. 20036

Committee W is concerned with the status of women in the profession and has contacts with concerned women in higher education.

Consultative Resource Center on School Desegregation
and Conflict
University of Pittsburgh
4029 Bigelow Boulevard
Pittsburgh, Pennsylvania 15213

Division of Languages
Bureau of Curriculum Services
Pennsylvania Department of Education
Harrisburg, Pennsylvania 17126
717 - 787 - 7098

This Division provides consultive and advisory services in bilingual education.

Governor's Council on Opportunities for
the Spanish-speaking
908 State Office Building
Philadelphia, Pennsylvania 19130

Jewish Community Relations Council of Greater Philadelphia
260 South Fifteenth Street
Philadelphia, Pennsylvania 19102

Jewish Community Relations Council of Greater Pittsburgh
234 McKee Place
Pittsburgh, Pennsylvania 15213

KNOW, Inc.
P. O. Box 10197
Pittsburgh, Pennsylvania 15232

KNOW is a feminist press which publishes pamphlets in many areas, bibliographies, listings of feminist consultants, general position papers as well as scholarly articles in psychology.

National Conference of Christians and Jews
101 South Thirteenth Street, Suite 300
Philadelphia, Pennsylvania 19107

National Conference of Christians and Jews
100 Fifth Avenue
Pittsburgh, Pennsylvania 15222

Nationalities Service Center (Puerto Rican)
1300 Spruce Street
Philadelphia, Pennsylvania 19107

Office of Commonwealth of Puerto Rico
Department of Labor - Migration Division
333 Arch Street
Camden, N. J. 08102
Attn: Luis Delgado, Director
Apolonio Collazo

Pennsylvania Catholic Conference
600 North Second Street
Harrisburg, Pennsylvania 17103

Pennsylvanians for Women's Rights
230 West Chestnut Street
Lancaster, Pennsylvania 17603

The Council of Spanish Speaking Organizations, Inc.
2023 North Front Street
Philadelphia, Pennsylvania 19122

Urban League of Philadelphia
304 Penn Square Building
1317 Filbert Street
Philadelphia, Pennsylvania 19107

Urban League of Pittsburgh
200 Ross Street
Pittsburgh, Pennsylvania 15219

C. **Sources for Information and Materials in General and Specialized Areas of Interest - Intergroup Education**

American Indian Historical Society
1451 Masonic Avenue
San Francisco, California 94117

American Jewish Committee
Institute of Human Relations
165 East 56th Street
New York, New York 10022

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

Bureau of Indian Affairs
Washington, D.C. 20242

Commonwealth of Puerto Rico
Migration Bureau
322 West 45th Street
New York, New York 10036

Feminists on Children's Media
P. O. Box 4315
Grand Central Station
New York, New York 10017

Integrated Education Associates
343 South Dearborn Street
Chicago, Illinois 60604

Jewish Publications Society of America
222 North Fifteenth Street
Philadelphia, Pennsylvania 19102

National Center for Research and Information on
Equal Educational Opportunity
Box 40
Teachers College
Columbia University
New York, New York 10027

National Organization for Women
1952 East 73rd Street
Chicago, Illinois 60649

Office of Foreign Languages
Instructional Services
School District of Philadelphia
Parkway at 21st Street
Philadelphia, Pennsylvania 19103

Office for Spanish Speaking American Affairs
Department of Health, Education and Welfare
400 Maryland Avenue, S.W., Room 2017
Washington, D.C. 20210

Trans - Ethnic
Education/Communication Foundation
2404 Wilshire Boulevard, Suite 1355
Los Angeles, California 90057

Women on Words and Images
P. O. Box 2163
Princeton, New Jersey 08540

Women's Bureau
Wage and Labor Standards Administration
U. S. Department of Labor
Washington, D.C. 20210

Women's History Research Center, Inc.
2325 Oak
Berkley, California 94700

Selected Bibliography of Bibliographies in Intergroup Education

Multiethnic

AMERICAN DIVERSITY AND SUPPLMENT. Pennsylvania Department of Education, 1969 and 1971. (Available at no cost to Pennsylvania educators.) 247 pp. and 66 pp.

These publications provide a comprehensive, annotated bibliography of resources on racial and ethnic minorities and are indispensable for institutions in checking present holdings and acquiring additional resources in this area. Resources are included for preschool, elementary, secondary, college, adult and teacher reference.

A section is devoted to each of the major minorities, a multiethnic section contains materials including two or more of these groups, a section on other Americans provides a wide sampling of the many and varied ethnic groups which have contributed to American cultural diversity and a final section on Resources for Intergroup Education to provide perspective, background content and suggested methodology to assit school personnel.

Entries are in the following categories: Social Interpretation, History, Biography, Arts (Art, Drama, Literature, Music), Fiction, Guides, Teaching Units, Bibliographies and Audio-Visual Materials.

AMERICAN MINORITIES (Publication No. 5). Government Publication Section, California State Library, Sacramento.

A checklist of bibliographies published by government agencies from 1960-1970.

Tumin, Melvin (ed.). RESEARCH ANNUAL ON INTERGROUP RELATIONS, 1970. Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., New York, 10016.

This publication lists, classifies and summarizes research throughout the world on the relationships between ethnic, racial, religious and national groups.

Weinberg, Meyer (comp.). THE EDUCATION OF THE MINORITY CHILD. Integrated Education Associates, Chicago, 1970.

This book brings together some 10,000 selected references on the education of the minority child in the United States and elsewhere. Central emphasis is on the black child; lesser stress is on Mexican-American, Puerto Rican and American Indian children; some attention to Oriental, poor white, Jewish and European immigrant backgrounds.

Afro-American

Bigola, John C. AN ANNOTATED BIBLIOGRAPHY FOR TEACHING AFRO-AMERICAN STUDIES AT SECONDARY AND COLLEGE LEVELS. National Center for Research and Information on Equal Educational Opportunity, Box 40, Teachers College, Columbia University, New York, 1971.

The books included were selected to provide basic and supplementary information for secondary school and college students and teachers covering the selected aspects of Afro-American history and literature.

Bolner, James. RACIAL IMBALANCE IN PUBLIC SCHOOLS. Institute of Government Research, Louisiana State U., Baton Rouge, Louisiana, 1968.

An annotated bibliography.

EXPOSURE. Pennsylvania Department of Education, Division of School Libraries, Harrisburg, Pennsylvania, 1970.

Media evaluations of Afro-American materials, including records, film loops, film strips, multimedia, transparencies and tapes.

Johnson, Harry Alleyn. MULTIMEDIA MATERIALS FOR AFRO-AMERICAN STUDIES. R. R. Bowher, Co., 1180 Avenue of the Americas, N.Y. 10036, $15.95.

Schultz, Walter. DIRECTORY OF AFRO-AMERICAN RESOURCES. R. R. Bowher, Co., 1180 Avenue of the Americas, N.Y. 10036, $19.95.

Guide to primary resource materials, special collections, held by public, university, governmental and special libraries; listing of civil rights organizations. A detailed index is included.

TO BE BLACK IN AMERICA. The Free Library of Philadelphia, 1970.

A selected annotated bibliography of reference materials organized around various facets of American life. Films, periodicals and newspapers are included.

Tolmachev, Merjana, comp. THE CONTEMPORARY NEGRO. Pennsylvania State Library, Harrisburg, Pennsylvania 1970.

A selected general bibliography of recent materials in the Pennsylvania State Library.

Treworgy, Mildred L. and Paul B. Foreman. NEGROES IN THE UNITED STATES. Pennsylvania State University, 1967. $1.50.

A comprehensive annotated bibliography with a supplement on other minority groups.

Weinberg, Meyer (ed.). SCHOOL INTEGRATION. Center for Urban Education, 1967. $2.00.

Classified bibliography of 4,100 references based on entires in Integrated Education, plus other listings from various periodicals in social awareness, education, law and civil rights.

Welsch, E. K. THE NEGRO IN THE UNITED STATES: A RESEARCH GUIDE. Indiana U. Press, 1965. $1.65.

A comprehensive, descriptive guide to materials on Negro history.

American Indian

BIBLIOGRAPHY OF SELECTED CHILDREN'S BOOKS ABOUT AMERICAN INDIANS. Association on American Indian Affairs, Inc., 432 Park Avenue, South, New York 10016, 1969.

A list of recommended children's books selected by a committee of American Indians designed to create an understanding and appreciation of the life of American Indians as it really was and as it really is.

Hirschielder, Arlene B. AMERICAN INDIAN AUTHORS. Association on American Indian Affairs, Inc., 432 Park Avenue, South, New York 10016. $1.00.

Bibliography of 157 books by 120 American Indian authors representing 54 tribes.

Hough, Henry W. BOOKS BY INDIANS AND BOOKS ABOUT INDIANS. Governors' Interstate Indian Council. Littleton, Col. 80120. 1969. Free.

A listing of 27 books written by Indians and 51 books written about Indians (1967 to date).

Jewish American

Bibliographies are available from the following organizations listed in Section C of this paper.

American Jewish Committee

Anti-Defamation League of B'nai B'rith

National Conference of Christians and Jews

Mexican-Americans

THE MEXICAN AMERICAN: A SELECTED AND ANNOTATED BIBLIOGRAPHY. Center for Latin American Studies. Stanford University, 1969. $2.25.

This bibliography focuses upon the contemporary interests and concerns of the Mexican American community as well as the contributions of an earlier generation of scholars in the field of Mexican American Studies.

THE MEXICAN AMERICANS. Division of Instructional Media, Library Dept.,Oakland, California.

A 28-page bibliography specializing in books for young people on Chicano and Mexicans; emphasizes the few books available by printing in separate color the pages listing published books on Mexican Americans in the United States.

Revelle, Keith. CHICANO. A SELECTED BIBLIOGRAPHY BY AND ABOUT MEXICO AND MEXICAN AMERICANS. Latin American Library, 1457 Fruitvale Ave., Oakland, California 94601.

Includes an excellent discussion of the Chicano Movement and an analysis of the term *Chicano*. Also lists Chicano newspapers and how they may be obtained.

Puerto Rican

BOOKS IN SPANISH FOR CHILDREN: AN ANNOTATED BIBLIOGRAPHY K-8. Office of Foreign Languages, Instructional Services, School District of Philadelphia, Philadelphia, Pennsylvania 19103, 1971.

This annotated bibliography provides the Spanish-speaking student with reading materials in his own language. The titles are recommended to stimulate extracurricular reading and provide books in subject areas in support of classroom activities.

BOOKS AND MATERIALS IN ENGLISH ON PUERTO RICO AND THE PUERTO RICANS. Office of Foreign Languages, Instructional Services, School District of Philadelphia, Philadelphia, Pennsylvania 19103. 1971.

This annotated bibliography contains listings of fiction and non-fiction, K-12; also sections for teacher references, films, filmstrips and records.

BILINGUAL SCHOOLING IN THE UNITED STATES. U.S. Government Printing Office, Superintendent of Documents, Washington, D.C. 20402. $6.00 per set. (Sets will not be broken.)

This comprehensive two-volume monograph treats the racio-linguistic development of bilingual education and its implications for alternative educational programs in a pluralistic society. Included are several concepts of bilingual schooling, sample curriculum models, a history of bilingual schooling and an extensive bibliography of materials and resources.

LIBROS en ESPANOL. New York Public Library, $1.00.

An annotated bibliography of children's books in Spanish for K-8.

Women

Cisler, Lucinda. BIBLIOGRAPHY ON WOMEN. 102 West 80th Street, New York, 10024. $.50.

TUNING IN TO THE WOMEN'S MOVEMENT. KNOW, Inc., P. O. Box 10197, Pittsburgh, Pennsylvania 15232.

MUSHROOM EFFECT: A DIRECTORY OF WOMEN'S LIBERATION. P. O. Box 6024, Albany, California 94706. $.50.

IMAGES OF WOMEN. Pennsylvania Department of Education.

This publication contains a selective annotated bibliography of resources - print and nonprint - which present an undistorted and complete picture of women and their participation in and contributions to American life.

Materials for all levels, kindergarten through college are be included as well as a list of newsletters and periodicals of particular interest to women and a section on feminist associations and study groups.

SOURCE BOOK PRESS. (The Source Library of the Women's Movement), Division of Collectors Editions Ltd., Dept. QA, 185 Madison Avenue, New York 10016. (Write for brochure.)

LITTLE MISS MUFFET FIGHTS BACK - RECOMMENDED NON-SEXIST BOOKS ABOUT GIRLS FOR YOUNG READERS. Feminisis on Children's Media. P. O. Box 4315, Grand Central Station, New York 10017. (50¢ and 16¢ self-addressed 4 x 9 1/2 envelope.)

LOLLIPOP POWER. P. O. Box 1171, Chapel Hill, N.C. 27514 (Books for Young Children).

Periodicals

Since issues and events affecting intergroup relations are so much a part of the current scene, availability of periodicals from the perspective of affected groups is indispensable if students and staff are to be *au courant*.

Afro-American

EBONY. Johnson Pub. Co., 1820 S. Michigan Ave., Chicago, Ill. 60616. Monthly. $5.00/year.

Popular magazine similar in format to **Life** presenting the Black American scene.

FREEDOMWAYS. Freedomways Assoc., Inc. 799 Broadway, New York 10003. $3.50/year.

A quarterly review of the Negro Freedom Movement. A *Recent Book* list appears in each issue.

INTEGRATED EDUCATION. Integrated Education Associates, 343 S. Dearborn Street, Chicago, Ill. 60604. Published biweekly. $4.00/year.

Articles on school integration and related topics; suggestions for preservice and in-service programs for teachers. Each issue contains current bibliogrpahic materials.

JOURNAL OF NEGRO HISTORY. Assn. for the Study of Negro Life and History, Inc. Published quarterly. $6.00/year.

Scholarly articles on various aspects of black history and culture. Some emphasize the African heritage and the problems of the developing nations.

NEGRO HISTORY BULLETIN. Assn. for the Study of Negro Life and History, Inc. Subscription and Advertising Dept. $.50 single copy. $3.00/year. (8 issues).

The purpose of the magazine is *to promote an appreciation of the life and history of the black, to encourage an understanding of their present status, and to enrich the promise of the future.*

American Indian

THE INDIAN HISTORIAN. American Indian Historical Society, 1451 Masonic Avenue, San Francisco, California, 94117. Published quarterly. $3.00/year, $1.25 single copy.

INDIAN TRUTH. Indian Rights Assn., 1505 Race Street, Philadelphia, Pennsylvania 19102. Published quarterly. $3.00/year.

Articles relating to contemporary status of Indians; employment opportunities, services of professional organizations and various facets of Indian life and culture. *Told as it is.*

JOURNAL OF AMERICAN INDIAN EDUCATION. College of Education, Arizona State U., Tempe, Arizona 85281. $3.50/year (3 issues).

Articles relating to educational needs and services for Indian children and adults.

Jewish American

KEEPING POSTED. Union of American Hebrew Congregations (Reform), 838 5th Ave., New York 10021. Published bimonthly (Oct. - May). $2.00/year (15 issues).

Articles focus on ethical rather than theological issues; and stress general social concerns such as civil rights and interfaith communication and cooperation.

OUR AGE. United Synagogue of America, Commission on Jewish Education, (Conservative) 218 E. 70th Street, New York 10021. Published every two weeks during the school year. $2.35/year.

Articles attempt to synthesize the traditional Jewish values with liberal strains of contemporary society. Extensive use of interviews and panel discussions.

Mexican - American

MEXICAN LIFE. Uruguay 3, Mexico, D.F., Mexico, Published monthly. $3.50/year.

This monthly review contains articles on the Mexican folkways and culture, legacies from Indian tribes, and reviews of current books and art exhibitions.

Pennsylvania German

KEYSTONE FOLKLORE QUARTERLY. Pennsylvania Folklore Society, Lycoming College, Williamsport, Pennsylvania $3.00/year. Single issue, $1.00.

Traditions, anecdotes and many folk beliefs and superstitions collected by scholars - Oral History.

PENNSYLVANIA FOLKLIFE. Pennsylvania Folklife Society, Inc., Box 1053, Lancaster, Pennsylvania. Published quarterly, $4.00/year. $1.50 single copy.

Articles on the customs and culture of the Pennsylvania Dutch. Each issue contains a folk-culture questionnaire. Excellent material for social historians, folklife scholars and genealogists.

APPENDIX A-6

PENNSYLVANIA CODE
TITLE 22. EDUCATION

CHAPTER 12. STUDENTS

REGULATIONS AND GUIDELINES
ON
STUDENT RIGHTS AND RESPONSIBILITIES

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12.1 Free Education and Attendance.

(a) All persons residing in the Commonwealth between the ages of six and twenty-one years are entitled to a free and full education in the Commonwealth's public schools. This right extends to migratory children and pregnant or married students. Mentally retarded children also are entitled to a public sponsored program of education and training appropriate to their learning capabilities.

(b) Parents or guardians of all children between the ages of eight and seventeen are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused.

(c) Students may not be asked to leave school merely because they have reached seventeen years of age if they are fulfilling their responsibilities as students, as defined hereafter. A student may not be excluded from the public schools nor from extra-curricular activities because of being married or pregnant.

12.2 Student Responsibilities.

(a) Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

(b) No student has the right to interfere with the education of his fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process.

(c) Students should express their ideas and opinions in a respectful manner so as not to offend or slander others.

(d) It is the responsibility of the students to:

(1) Be aware of all rules and regulations for student behavior and conduct themselves in accord with them.

(2) Be willing to volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.

(3) Dress and groom themselves so as to meet fair standards of safety and health, and so as not to cause substantial disruption to the educational processes.

(4) Assume that until a rule is waived, altered or repealed it is in full effect.

(5) Assist the school staff in operating a safe school for all students enrolled therein.

(6) Be aware of and comply with state and local laws.

(7) Exercise proper care when using public facilities and equipment.

(8) Attend school daily, except when excused, and be on time at all classes and other school functions.

(9) Make all necessary arrangements for making up work when absent from school.

(10) Pursue and attempt to complete satisfactorily the courses of study prescribed by state and local school authorities.

(11) Avoid inaccuracies in student newspapers or publications and indecent or obscene language.

12.3 School Rules.

(a) The school board has the authority to make reasonable and necessary rules governing the conduct of students in school. The rule-making power, however, is not unlimited; it must operate within statutory and constitutional restraints. A school board has only those powers which are enumerated in the laws of the state, or which may reasonably be implied or necessary for the orderly operation of the school.

(b) School boards may not make rules which are arbitrary, capricious or outside their grant of authority from the General Assembly. Their rules must stand the test of fairness and reasonableness. A rule is generally considered reasonable if it uses a rational means of accomplishing some legitimate school purpose.

(c) School rules are assumed to be "reasonable" until they are rescinded or waived. Students, therefore, should obey school rules while working through channels to help change those of which they do not approve.

12.4 Discrimination.

No student shall be denied access to a free and full public education, on account of race, religion, sex, or national origin.

12.5 Corporal Punishment.

(a) Corporal punishment - namely, physically punishing a student for an offense - may be administered by teachers and school officials to discipline students when authorized by, and in accordance with policies and guidelines established by, the board of school directors.

(b) Only reasonable force may be used and under no circumstances shall a student be punished in such a manner as to cause bodily injury.

(c) Where corporal punishment is authorized, school authorities shall notify all parents of this policy. Corporal punishment may not be administered to a child whose parents have notified school authorities that such disciplinary method is prohibited.

(d) However, even when a parent or school board prohibits corporal punishment, reasonable force may be used by teachers and school authorities;

(1) to quell a disturbance; or

(2) to obtain possession of weapons or other dangerous objects; or

(3) for the purpose of self-defense; or

(4) for the protection of persons or property.

(e) Corporal punishment should never be administered in the heat of anger. No disciplinary action should exceed in degree the seriousness of the offense. It should be recognized that corporal punishment always contains the danger of excessiveness and that other forms of discipline are readily available. Students shall not be required to remove clothing when being punished.

12.6 Exclusions from School (Suspensions and Expulsions).

(a) The board of school directors shall define and publish the types of offenses that would lead to exclusion from school.

(b) Exclusion from school may be effected by temporary suspension; full suspension; or expulsion.

(1) "Temporary Suspension" shall mean exclusion from school for an offense for a period of up to three school days, by the principal, without a hearing, in accordance with policies of the board of school directors.

(2) "Full Suspension" shall mean exclusion from school for an offense for a period of up to ten school days, after an informal hearing before the principal is offered to the student and the student's parents, in accordance with policies established by the board of school directors.

(3) "Expulsion" shall mean exclusion from school for an offense for a period exceeding ten school days, and may be permanent expulsion from the school rolls.

(c) No student may receive a temporary suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective. All full suspensions require a prior informal hearing, and all expulsions require a prior formal hearing, in accordance with the procedures of Section 12.8 on Hearings.

(d) The maximum period a student may be suspended for an offense shall not exceed ten school days. A temporary suspension may be followed by a full suspension for the same offense, provided that the ten school days limitation is not exceeded. Temporary or full suspensions may not be cumulated or made to run consecutively beyond this ten school day limitation.

(e) During the period prior to the temporary suspension, the full suspension or the hearing and decision of the board of school directors in an expulsion case, the student shall be placed in his or her normal class.

(f) Students shall be permitted to make up exams and work missed while being disciplined by temporary or full suspension, within guidelines established by the board of school directors.

(g) If, when expulsion proceedings are initiated, it is determined, after an informal hearing, that a student's presence in his or her normal class would constitute a threat to the health, safety, morals or welfare of others, and it is not possible to hold a formal hearing within the period of a full suspension, the student may be excluded from school for more than ten school days, provided the formal hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative instruction.

(h) Students who are less than seventeen years of age are still subject to the compulsory school attendance law even though expelled, and must attend school. The responsibility for placing the student in school rests initially with the student's parents or guardian. However, if the student is unable to attend another public school, cannot afford to attend or is unable to be accepted at a private school, the student's school district has the responsibility to make some provision for the child's education, either through instruction in the home or by readmitting the child. If none of these alternatives is acceptable, the school district must take action in accordance with the provisions of the Juvenile Act of 1972 to ensure that the child will receive a proper education.

12.7 (Reserved)

12.8 Hearings.

(a) Education is a fundamental right and, students must be afforded all appropriate elements of due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing, which is a fundamental element of due process.

(b) A formal hearing may be held before the board of school directors or a duly authorized committee of the board, preferably composed of no fewer than three members of the school board. The hearing committee's decision is advisory to the school board where expulsion is recommended. A majority vote of the entire school board is required to expel a student.

(c) At the formal hearing, the following due process requirements are to be observed:

(1) Notification of the charges in writing, sent to the parents or guardian by certified mail, and to the student.

(2) Sufficient notice of the time and place of the hearing.

(3) The right to an impartial tribunal.

(4) The right to be represented by counsel.

(5) The right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.

(6) The right to demand that any such witnesses appear in person and answer questions or be cross-examined.

(7) The student's right to testify and produce witnesses on his own behalf.

(8) A record must be kept of the hearing, either by a stenographer or by tape recorder. The student is entitled, at the student's expense, to a copy of the transcript.

(9) The proceeding must be held with all reasonable speed.

(d) If requested by the student or the student's parents, the hearing shall be held in private.

(e) Where the student is dissatisfied with the results of the hearing, recourse can be had to the appropriate state court. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate federal district court.

(f) The purpose of the informal hearings is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended, to demonstrate that there is a case of mistaken identity or to show that there is some compelling reason why the student should not be suspended. The informal hearing also encourages the student's parents or guardian to meet with the principal to discuss ways by which future offenses can be avoided.

(g) At the informal hearing, the following due process requirements are to be observed:

(1) Notification of the reasons for the suspension in writing, given to the parents or guardian and to the student.

(2) Sufficient notice of the time and place of the informal hearing.

(3) The right to cross-examine any witnesses.

(4) The student's right to speak and produce witnesses on his own behalf.

12.9 Freedom of Expression.

(a) Policy Statement on Freedom of Expression

(1) The right of public school students to freedom of speech was affirmed by the United States Supreme Court in the case of Tinker v. Des Moines Community School District, 393 U. S. 503 (1969), where the Court said:

> "It can hardly be argued that students or teachers shed their constitutional rights to freedom of speech or expression at the school house gate. Students in school as well as out of school are 'persons' under the Constitution. They are possessed of fundamental rights which the State must respect, just as they themselves must respect their obligations to the State. In our system, students may not be regarded as closed-circuit recipients of only that which the State chooses to communicate. They may not be confined to the expression of those sentiments that are officially approved. In the absence of a specific showing of constitutionally valid reasons to regulate their speech students are entitled to freedom of expression of their views."

This right is qualified, however. The U. S. Supreme Court stated that:

> ". . . But conduct by the student, in class or out of it, which for any reason -- whether it stems from time, place, or type of behavior -- materially disrupts classwork or involves substantial disorder or invasion of the rights of others, is, of course, not immunized by the constitutional guaranty of freedom of speech."

(2) Students have the right to express themselves in any manner unless such expression directly interferes with the educational process, threatens immediate harm to the welfare of the school or community, or encourages unlawful activity, or interferes with another individual's rights.

(3) Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands, and any other means of common communication, provided that the use of public school communications facilities shall be in accordance with the regulations of the authority in charge of those facilities. Students have the responsibility to obey laws governing libel and obscenity, and to be aware of the full meaning of their expression. Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views.

(b) Bulletin Boards.

(1) School authorities may restrict the use of certain bulletin boards to school announcements. Bulletin board space should be provided for the use of students and student organizations.

(2) The following general limitations on posting may be applied:

(i) School officials shall prohibit material which is obscene according to current legal definitions; which is libelous; or which inflames or incites students so as to create a clear and present danger of the commission of unlawful acts or of physical disruption of the orderly operation of the school.

(ii) Identification on any posted notice may be required of student or student group, including the name of at least one person of the group, posting such notice.

(iii) The school officials may require that notices or other communications be officially dated before posting, and that such material be removed after a prescribed reasonable time to assure full access to the bulletin boards.

(c) School Newspapers and Publications.

(1) Students have the responsibility to refrain from libel and obscenity, and to observe the rules for responsible journalism. Within these bounds, students have a right and are as free as editors of other newspapers to report the news and to editorialize.

(2) School officials should supervise student run newspapers published with school equipment and remove obscene or libelous material, as well as edit material that would cause a substantial disruption or material interference with school activities.

(3) The above is subject to the following:

(i) School officials may not censor or restrict material simply because it is critical of the school or its administration.

(ii) Rules of the school for prior submission for review of obscene, libelous material, and material advocating illegal actions should be reasonable, and not calculated to delay distribution.

(iii) If prior approval procedures are established, they should identify to whom the material is to be submitted, the criteria by which the material is to be evaluated, and a limitation on the time within which a decision must be made. If the prescribed time for approval elapses without a decision, the literature shall be considered as authorized for distribution.

(4) Students who are not members of the newspaper staff and other members of the school community, should have access to its pages. The criteria for submission of material by non-staff members should be published and distributed to all students.

(5) Staff members shall be held responsible for materials which are libelous or obscene, and such publications may be prohibited.

(d) Unofficial Publications.

The constitutional right of freedom of speech guarantees the freedom of public school students to publish on their own materials other than those sanctioned by the school. The school has no responsibility to assist students or to provide facilities in the publishing of such materials, nor may the school be held responsible for any statements published in them. The newspaper staff members themselves have sole responsibility for any statements published. Unofficial publications have moral and legal obligations to observe the rules of responsible journalism.

(e) Distribution of Literature, Leaflets and Newspapers.

(1) Courts have ruled that school authorities may prohibit the distribution or dissemination of student-originated material on school grounds only when such material would materially

and substantially interrupt the educational process or intrude upon the rights of others (the rationale of the United States Supreme Court in the Tinker case).

(2) Students have the right to distribute leaflets, newspapers and other printed material adjacent to school property without any restriction by school authorities. However, the school board of directors has the right to have printed material submitted to the appropriate school official prior to distribution within the school for the purpose of determining whether distribution would result in substantial disruption of or material interference with school activities. The rules for prior submission must be specific, reasonable and not calculated to delay distribution unduly. Before distribution can be denied, the threat of disturbance must be real and not immaterial. Also, the board must have rules to protect those who distribute materials in a peaceful and lawful manner. Threats by other students should not lead a school board to prohibit lawful distribution.

(3) The school board of directors may set forth the time and place of distribution so that distribution would not materially and substantially interfere with the requirements of appropriate discipline in the operation of the school. A proper time and place set for distribution is one which would give the students the opportunity to reach fellow students. The place of such activity may be restricted to permit the normal flow of traffic within the school and at exterior doors.

(4) The school board may require that all printed matter and petitions distributed on school property bear the name of the sponsoring organization and the name of one individual of such organization.

(f) Buttons and Badges.

The wearing of buttons, badges, or armbands bearing slogans and sayings shall be permitted as another form of expression, unless the message thereof falls within the restrictions of paragraph (b)(2)(i) above. No teacher or administrator shall attempt to interfere with this practice on the ground that the message may be unpopular with the students or faculty.

(g) Access to School Facilities

School officials should adopt and publish guidelines for student use of school facilities and equipment.

12.10 Flag Salute and the Pledge of Allegiance.

It is the responsibility of every citizen to show proper respect for his or her country and its flag. However, students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag, on the basis of personal belief or religious convictions. This right has been affirmed by the United States Supreme Court in the case of West Virginia State Board of Education v. Barnette, 319 U. S. 624 (1943). Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wisn to participate in a meaningful ceremony. A student who chooses not to participate may either stand or sit, remaining respectfully silent.

12.11 Hair and Dress.

(a) In 1972, the United States Court of Appeals for the Third Circuit (which includes Pennsylvania) ruled that a school board's regulations governing the length of a student's hair were unconstitutional because "the governance of the length and style of one's hair is implicit in the liberty assurance of the Due Process Clause of the Fourteenth Amendment."

(b) For regulations on hair length to be valid, the school board must show that there is an overriding public purpose to be served by limiting students' rights to appear in school with long hair. Such justification might include evidence that long hair causes an actual disruption of the educational process, or that the length or style of hair constitutes a health or safety hazard, but only after the fact, and not in the form of prior restraints. Where length of hair is a problem, as in a shop class, some type of head covering should be considered. The student's right to govern the length of his hair includes facial hair, also.

(c) A school board or school officials may not impose limitations on dress in which fashion or taste is the sole consideration, even if a majority of students have approved a student dress code. A student may not be excluded from regular instruction because of his appearance if style, fashion, or taste is the sole criterion for such exclusion.

(d) Students may be required, however, to wear certain types of clothing while participating in physical education classes, or in extra-curricular activities such as band.

(e) Students have the responsibility to keep themselves, their clothes, and hair clean. School boards may not forbid the reasonable use of cosmetics.

12.12 Confidential Communications.

(a) Information received from a student in confidence by:

(1) a guidance counselor; or

(2) a school nurse; or

(3) a school psychologist

in public or private schools while in the course of that person's professional duties is privileged information to the extent that it cannot be divulged in any legal proceeding, civil or criminal, without the consent of the student, or if still a minor, the student's parents.

(b) However, such information may be revealed without the student's consent to the student's parents, to teachers or to principals.

(c) An exception to the above is information revealed by the student concerning child abuse, neglect, or injury, which the recipient is under legal duty to report to the authorities.

12.13 (Reserved)

12.14 Searches.

(a) School authorities may search a student's locker and seize any illegal materials. Such materials may be used as evidence against the student in disciplinary, juvenile, or criminal proceedings. When a student's locker is being searched, the student shall be notified and given an opportunity to be present.

(b) The Courts have upheld the claim that school lockers are school property loaned or rented to the student for the student's convenience. School authorities may search the student's locker without prior warning in seeking contraband, because, standing in loco parentis, school authorities are charged with the safety of all students under their care and supervision. Such a search is not an "illegal" search under the Fourth Amendment to the Federal Constitution, but a reasonable exercise of board power in the interests of the health, welfare, and safety of all school students. Courts have reasoned that the school extends locker use to students only for legitimate purposes.

12.15 Recommended Guidelines.

(a) General Provisions.

The provisions of this subsection are recommended guidelines suggesting directions which we think school districts should take as local situations permit.

(b) Study Halls.

(1) School officials should consider offering alternatives to study halls, giving the students greater flexibility to spend their noninstructional time in a manner of their own choosing, as long as such use does not interfere with the operation of the school.

(2) Providing areas for recreation or for research and study during a study hall is recommended where such areas are available.

(c) Schedules for Working Students.

(1) Regulations should be established and class schedules arranged so that some students may attend school to earn their diplomas, and be able to take off part of the school day to hold down a job.

(2) Some school districts offer the right to a free public education on an all or nothing basis, which means the student must report in the morning and stay through the afternoon. Such a policy severely restricts the ability of students, who must support themselves or who have families to support, to receive an education.

(d) Expulsions.

Expulsions should not be permanent. Instead, the behavior and progress of the expelled student should be reviewed periodically, at least once a year if not once a semester, and a decision made by the school board at that time on whether the expulsion is to be continued or whether the student is to be readmitted.

(e) Distribution of Printed Materials.

(1) The manner in which printed materials are distributed should be restricted to prevent undue levels of noise, or to prevent the use of coercion in obtaining signatures on petitions. Students engaged in distributing material should be responsible for the clean-up of litter.

(2) It is recommended that the time of such activity be before school begins, after dismissal and during lunch time.

(f) Ombudsman.

It is strongly recommended that each school district have an ombudsman. The ombudsman should be a properly trained, counseling oriented adult who is able to relate well with students and school officials. Such a person would serve to represent the views and the interests of the students before school officials and the

school board and could also assist in interpreting and clarifying for the students school policies. The ombudsman could assist in solving problems relating to students by making recommendations, by channeling complaints to appropriate school officials and by bringing to light any injustices that may exist.

(g) Student Involvement.

(1) The school as a diverse center of learning invites the unlimited exposure and exchange of ideas and issues to students. It is therefore the right of any student to question, examine and debate any issue relating to the world community or the functions and proposals of his school, such as discipline, scheduling, school policy. Every student has the right to expect a direct and reasonable answer to the questions raised.

(2) It is the student's responsibility to ask these questions in the proper time and place, to state the question in a clear manner and to be brief. It is the school's responsibility to provide a proper forum for such questions.

(3) Curriculum Planning

(i) Increasingly school authorities recognize the importance of student participation in determining the nature of their education and are providing channels through which students can contribute substantially to determining which courses are taught, the content of the courses, and methods of evaluating both the courses and their own performance.

(ii) School officials should seek the advice and opinions of students on curriculum planning. Obviously, the quality of that advice depends on the student's age, grade, maturity and sophistication on one hand and the level and complexities of courses on the other. However, even if the students at a particular point are not skilled in content or curriculum design, they are the customer and consumer, and their opinions as to impact or probable impact of courses, course material and procedures can be extremely important and deserve careful analysis and full consideration.

(iii) One constructive means of involving students in the planning and evaluation of curriculum and instruction is a Community Advisory Committee composed of parents, students, faculty, administration, and board or board appointed representatives established in each school district in the Commonwealth to assist school officials in developing new, relevant, and useful course offerings.

(4) School Boards

Before making policies affecting students, school boards should seek the views of the students who would be affected. Students should have an opportunity to be heard by their school board and to participate to a degree in its deliberations. It is recommended that the students, through their student governments and their principal, have the right to petition and be heard by the school board on issues affecting the student body at large, preferably through a representative who should be the student government leader; and that the school board reserve time, when requested, at school board meetings to hear such a representative. School boards should also consider innovative approaches to increasing student understanding and involvement in the administration of the school district. Student representation in an advisory capacity on the school board is one possible approach.

(5) Student Government

(i) Students should be free to establish and be encouraged to participate in student government that provides all students a voice in school affairs through a representative system. Student government should represent the interests of the students in the formulation of school policies, curriculum development, and disciplinary procedures, in a cooperative effort with the school faculty and administration.

(ii) Students should be permitted to participate in the conception and development of the charter for their student government, subject to administration and school board approval. The charter should establish policies concerning: (1) the purposes of the organization; (2) the rules for conducting elections and campaigns including provisions insuring nondiscriminatory practices; (3) the degree to which the student body has power to allocate student activity funds; and (4) the extent of the organization's access to the school's communications resources within guidelines established by the school board of directors.

(6) Student Organizations

(i) Procedures for the establishment of student organizations should be adopted. Any group of students which has an approved faculty sponsor should be permitted to establish an organization that may make use of school facilities.

(ii) Student organizations should not advocate or be formed for illegal purposes, nor may they discriminate against applicants in terms of race, creed, sex or national origin.

(h) School Rules and Student Discipline.

(1) An awareness of rules on the part of students minimizes discipline problems. Rules and regulations should be published and distributed to the students or posted in prominent locations throughout the school. Students should be involved in the formulation of those rules and regulations.

(2) Offenses resulting in short term suspension (up to ten days) should be delegated to the administration to be developed in various school codes.

(3) All offenses should be considered on an individual basis.

(4) Other means of discipline, such as in-school or after-school detentions, should be considered before suspension or expulsion. Special consideration should be given to in or out of school counseling as an alternative to or in conjunction with punishments.

(5) Students should not be required to perform work for the school as punishment, unless the work is related to the student's offense.

(6) Students should not be punished as a group or at large for the offenses of known or unknown individuals.

(i) Procedures for the Resolution of Student Concerns.

The first amendment to the United States Constitution grants the people the right to petition the government for a redress of their grievances. Each school district should adopt a procedure for the resolution of personal concerns of the students. It is recommended that school boards engage in a cooperative effort with students, parents, faculty, administrators and community representatives when establishing such procedures.

(j) Corporal Punishment.

(1) Corporal punishment should be administered only by a duly authorized official--the principal or the principal's designee.

(2) The student should be informed of the nature of the infraction by the principal; and there should be a discussion leading to a determination of guilt or innocence, and a speedy administration of punishment, if necessary.

(k) Confidential Communications.

School officials or teachers who receive information in confidence from a student should not reveal that information unless it would be in the best interests of the child to do so.

(l) (Reserved)

(m) Searches of Lockers.

(1) Students should be informed of the conditions governing the use of school lockers when locker assignments are made.

(2) Searches should only be made by an official duly authorized for that purpose by the principal. The search of a particular locker should only be made upon a reasonable assumption that the student is secreting evidence of an illegal act.

(3) Blanket searches of every locker should not be permitted except for an emergency.

(4) A pat down search of a student's person should be done by a school official of the same sex where secondary students are involved.

(n) Smoking and Smoking Areas.

Whatever decisions are reached at the local level regarding smoking on school grounds, it is hoped that all concerned will give full consideration to the extreme health hazards associated with cigarette smoking.

APPENDIX B-1

CONSTITUTION OF PENNSYLVANIA

DECLARATION OF RIGHTS - ARTICLE I

SELECTED SECTIONS:

Inherent Rights of Mankind

Section 1. All men are born equally free and independent, and have certain inherent and indefeasible rights, among which are those of enjoying and defending life and liberty, of acquiring, possessing and protecting property and reputation, and of pursuing their own happiness.

Religious Freedom

Section 3. All men have a natural and indefeasible right to worship Almighty God according to the dictates of their own consciences; no man can of right be compelled to attend, erect or support any place of worship, or to maintain any ministry against his consent; no human authority can, in any case whatever, control or interfere with the rights of conscience, and no preference shall ever be given by law to any religious establishments or modes of worship.

No Discrimination by Commonwealth and Its Political Subdivisions

Section 26. Neither the Commonwealth nor any political subdivision thereof shall deny to any person the enjoyment of any civil right, nor discriminate against any person in the exercise of any civil right.

Prohibition against denial or abridgment of equality of rights because of sex

Section 28. Equality of rights under the law shall not be denied or abridged in the Commonwealth of Pennsylvania because of the sex of the individual.

APPENDIX B-2

PENNSYLVANIA LAWS AND REGULATIONS CONCERNING DISCRIMINATION AND EDUCATIONAL INSTITUTIONS

March 1973

	PHRAct of Oct. 1955, P.L. 744, as amended (amended 20 times from March 1956 through June 1972)	Pa. Fair Educational Opportunity Act of July 1961, P.L. 776, Amended by Act no. 499 December 27, 1965 and Amended by Act 360 (House Bill No. 1000)
Effective Date	October 27, 1955	February 27, 1973
Which institutions are covered:	Any place of public accommodation which is defined as including but not limited to kindergartens, primary and secondary schools, high schools, academies, colleges and universities, extension courses, and all educational institutions under the supervision of the Commonwealth.	Any institution of post-secondary grade and any secretarial business, vocational or trade school of secondary or post-secondary grade, which is subject to the visitation, examination or inspection of, or is, or may be licensed by the Department of Public Instruction, including any post-secondary school, college or university incorporated or chartered under any law or special act of the General Assembly, except any religious or denominational educational institution as defined in the act.
What is prohibited?	Discrimination because of race, color, religion, ancestry, age (40-62), sex, or national origin in any phase of the employment of professional and non-professional staffs of educational institutions, including hiring, advertisement, tenure, terms and conditions of employment, compensation, discharge. Discrimination in obtaining all the accommodations, advantages, facilities, and privileges of any place of public accommodation and of commercial housing because of race, color, religious creed, ancestry, age, sex or national origin. (Section 3 Right to Freedom from Discrimination in Employment, Housing and Places of Public Accommodation)	Discrimination in the admission, treatment of and delivery of facilities and services to students because of race, religion, color, ancestry, national origin or sex. (Consult exemptions from coverage.)
Exemptions from coverage	Religious, fraternal, charitable or sectarian corporations or associations, except such corporations or associations supported, in whole or in part, by governmental appropriations. Fraternal organizations and religious groups may give preference to employees of their own religion or fraternity if they are not publically supported by governmental appropriation. (The public accommodation clause is interpreted by PHRC as applying to all public accommodation.)	Admission of students: Religious or denominational educational institutions, may give preference to students of their own religion. The EEO Act as amended for discrimination on the basis of sex on February 28, 1973 applies the admission provisions only to state-owned, state-related or state-aided institutions of post-secondary education, therefore, other institutions are exempt from the sex discrimination admissions provisions of the Act.
Who enforces the provisions?	Pennsylvania Human Relations Commission	Pennsylvania Human Relations Commission
How is a complaint made?	Any aggrieved person or their representative may file a complaint with the Commission by a sworn complaint form at a regional office of the PHRC; the Commission or the Attorney General also may initiate a complaint.	(same as PHRAct)
Can complaints of a pattern of discrimination be made as individual complaints?	Yes	Yes
Who can make a complaint?	Any one representing an aggrieved person. Any aggrieved person, the PHRC, or Attorney General of Pennsylvania.	Any aggrieved person, anyone representing an aggrieved person, the PHRC, or the Attorney General of Pennsylvania.
Time limit for filing complaints?	90 days	6 months

	PHRAct of Oct. 1955 cont.	Pa. Fair Educational Opportunity Act, cont.
Can investigations be made without complaints?	Yes, under Section 7 (f.1) in instances of possible racial tension.	No, but studies are specifically authorized and can be made without a reported violation.
Can the entire institution be reviewed?	Yes. PHRC may investigate part or all of an institution.	Yes.
Record keeping requirements and government access to records	All records relative to the pre-employment process and other employment records must be retained for 120 days. Specified records must be retained until the Commission states they may be disposed of.	Institutions must keep and preserve specified records relevant to the determination of whether violations have occurred. Records, documents, and data pertaining to the admission, rejection, expulsion, or supervision of students must be saved for 3 years and made available to the Commission at times for inspection.
Enforcement power and sanctions	Commission may issue "cease and desist" orders enforceable in Commonwealth Court. Conciliation Agreements and Consent Orders are also enforceable in Commonwealth Court.	Same as PHRAct
Can back pay be awarded?	Yes, retroactive to the effective date of the Act, 10/27/55, and 7/9/69 for sex complaints.	Not applicable.
Affirmative Action requirements	Affirmative Action may be required under Section 7 (e) of the Act and/or included in Orders issued by the PHRC, Conciliation Agreements, and Consent Orders.	Affirmative Action may be required under Section 6 (4) a, (5) of the FEOAct, and/or included in Orders issued by PHRC, Conciliation Agreements, and Consent Orders.
Coverage of labor organizations	Labor organizations are subject to the same requirements and sanctions as employers.	None
Is harrassment prohibited?	Yes	Yes. It is an unfair practice "to penalize or discriminate against any individual because he has initiated, testified, participated or assisted in any proceedings under this act."
Notification of complaints	Respondents are notified of complaints and identity of complainants at the time the investigations are initiated.	Same as PHRAct
Confidentiality of names	Copy of complaint, including name of complainant, is given to respondent. Investigation findings are kept confidential unless a public hearing is held.** The aggrieved party and respondent are not bound by any confidentiality requirement.	Same as PHRAct
For further information contact:	Pennsylvania Human Relations Commission 100 N. Cameron Street, Harrisburg, Pa. 17101 Telephone - 717-787-4410	Pennsylvania Human Relations Commission 100 N. Cameron Street, Harrisburg, Pa. 17101 Telephone - 717-787-4410
FOOTNOTES	* Sex amendment added July 9, 1969 ** Details of conciliation efforts may never be made public.	* Sex provision of the Act became effective 2/28/73. ** Sex provisions of the Act apply fully to educational institutions which are state-owned, state-related or state-aided and in all respects except admission to other educational institutions of higher learning.

Prepared by the Equal Educational Opportunity Task Force with the cooperation of the Pennsylvania Human Relations Commission.

Federal Laws[1] and Regulations Concerning Sex Discrimination in Educational Institutions[2]

October, 1972

Compiled by Project on the Status and Education of Women, Association of American Colleges

	Executive Order 11246 as amended by 11375	Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972	Equal Pay Act of 1963 as amended by the Education Amendments of 1972 (Higher Education Act)	Title IX of the Education Amendments of 1972 (Higher Education Act)[3]	Title VII (Section 799A) & Title VIII (Section 845) of the Public Health Service Act as amended by the Comprehensive Health Manpower Act & the Nurse Training Amendments Act of 1971[4]
Effective date	Oct. 13, 1968	March 24, 1972 (July 1965 for non-professional workers.) (Institutions with 15-24 employees are not covered until March 24, 1973.)	July 1, 1972 (June, 1964, for non-professional workers.)	July 1, 1972 (Admissions provisions effective July 1, 1973.)	Nov. 18,1971
Which institutions are covered	All institutions with federal contracts of over $10,000.[5]	All institutions with 15 or more employees.	All institutions.	All institutions receiving federal monies by way of a grant, loan, or contract (other than a contract of insurance or guaranty).	All institutions receiving or benefiting from a grant, loan guarantee, or interest subsidy to health personnel training programs or receiving a contract under Title VII or VIII of the Public Health Service Act.[6]
What is prohibited?	Discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, national origin or sex. Covers all employees.	Discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training and other conditions of employment) on the basis of race, color, religion, national origin or sex. Covers all employees.	Discrimination in salaries (including almost all fringe benefits) on the basis of sex. Covers all employees.	Discrimination against students or others[7] on the basis of sex.[8]	Discrimination in admission of students on the basis of sex and against some employees.[9]
Exemptions from coverage	None.	Religious institutions are exempt with respect to the employment of individuals of a particular religion or religious order (including those limited to one sex) to perform work for that institution. (Such institutions are not exempt from the prohibition of discrimination based on sex, color and national origin.)	None.	Religious institutions are exempt if the application of the anti-discrimination provisions are not consistent with the religious tenets of such organizations. Military schools are exempt if their primary purpose is to train individuals for the military services of the U.S. or the merchant marine. Discrimination in admissions[8] is prohibited only in vocational institutions (including vocational high schools), graduate and professional institutions, and public undergraduate coeducational institutions.	None.
Who enforces the provisions?	Office of Federal Contract Compliance (OFCC) of the Department of Labor has policy responsibility and oversees federal agency enforcement programs. OFCC has designated HEW as the Compliance Agency responsible for enforcing the Executive Order for all contracts with educational institutions. HEW's Office for Civil Rights (Division of Higher Education) conducts the reviews and investigations.	Equal Employment Opportunity Commission (EEOC).[10]	Wage and Hour Division of the Employment Standards Administration of the Department of Labor.	Federal departments and agencies which are empowered to extend financial aid to educational programs and activities. HEW's Office for Civil Rights (Division of Higher Education) is expected to have primary enforcement powers to conduct the reviews and investigations.[11]	HEW's Office for Civil Rights (Division of Higher Education) conducts the reviews and investigations.
How is a complaint made?	By letter to OFCC or Secretary of HEW.	By a sworn complaint form, obtainable from EEOC.	By letter, telephone call, or in person to the nearest Wage and Hour Division office.	Procedure not yet specified. A letter to Secretary of HEW is acceptable.	Procedure not yet specified. A letter to Secretary of HEW is acceptable.
Can complaints of a pattern of discrimination be made as well as individual complaints?	Yes. However, individual complaints are referred to EEOC.	Yes.	Yes.	Yes.	Yes.
Who can make a complaint?[12]	Individuals and/or organizations on own behalf or on behalf of aggrieved employee(s) or applicant(s).	Individuals and/or organizations on own behalf or on behalf of aggrieved employee(s) or applicant(s). Members of the commission may also file charges.	Individuals and/or organizations on own behalf or on behalf of aggrieved employee(s).	Individuals and/or organizations on own behalf or on behalf of aggrieved party.	Individuals and/or organizations on own behalf or on behalf of aggrieved party.
Time limit for filing complaints[13]	180 days.	180 days.	No official limit, but recovery of back wages is limited by statute of limitations to two years for a non-willful violation and three years for a willful violation.	Procedure not yet determined.	Procedure not yet determined.
Can investigations be made without complaints?	Yes. Government can conduct periodic reviews without a reported violation, as well as in response to complaints. Pre-award reviews are mandatory for contracts over $1,000,000.	No. Government can conduct investigations only if charges have been filed.	Yes. Government can conduct periodic reviews without a reported violation as well as in response to complaints.	Yes. Government can conduct periodic reviews without a reported violation, as well as in response to complaints.	Yes. Government can conduct periodic reviews without a reported violation, as well as in response to complaints.

Can the entire institution be reviewed?	Yes. HEW may investigate part or all of an institution.	Yes. EEOC may investigate part or all of an establishment.	Yes. Usually the Wage Hour Division reviews the entire establishment.	Yes. HEW may investigate those parts of an institution which receive federal assistance (as well as other parts of the institution related to the program, whether or not they receive direct federal assistance). If the institution receives general institutional aid, the entire institution may be reviewed.	Yes. HEW may investigate those parts of an institution which receive federal assistance under Title VII and VIII (as well as other parts of the institution related to the program, whether or not they receive assistance under these titles).
Record keeping requirements and government access to records	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.
Enforcement power and sanctions	Government may delay new contracts, revoke current contracts, and debar institutions from eligibility for future contracts.	If attempts at conciliation fail, EEOC or the U.S. Attorney General may file suit.* Aggrieved individuals may also initiate suits. Court may enjoin respondent from engaging in unlawful behavior, order appropriate affirmative action, order reinstatement of employees and award back pay.	If voluntary compliance fails,** Secretary of Labor may file suit. Aggrieved individuals may initiate suits when Department of Labor has not done so. Court may enjoin respondent from engaging in unlawful behavior, and order salary raises, back pay and assess interest.	Government may delay new awards, revoke current awards, and debar institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.	Government may delay new awards, revoke current awards, and debar institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.
Can back pay be awarded?*	Yes. HEW will seek back pay only for employees who were not previously protected by other laws allowing back pay.	Yes. For up to two years prior to filing charges with EEOC.	Yes. For up to two years for a nonwillful violation and three years for a willful violation.	Probably, to the extent that employees are covered.	Probably, to the extent that employees are covered.
Affirmative action requirements *(There are no restrictions against action which is non-preferential).*	Affirmative action plans (including numerical goals and timetables) are required of all contractors with contracts of $50,000 or more and 50 or more employees.†	Affirmative action is not required unless charges have been filed in which case it may be included in conciliation agreement or be ordered by the court.	Affirmative action, other than salary increases and back pay, is not required.	Affirmative action may be required after discrimination is found.	Affirmative action may be required after discrimination is found.
Coverage of labor organizations	Any agreement the contractor may have with a labor organization can not be in conflict with the contractor's affirmative action commitment.	Labor organizations are subject to the same requirements and sanctions as employers.	Labor organizations are prohibited from causing or attempting to cause an employer to discriminate on the basis of sex. Complaints may be made and suits brought against these organizations.	Procedure not yet clear. Any agreement the institution may have with a labor organization can not be in conflict with the non-discrimination provisions of the legislation.	Procedure not yet clear. Any agreement the institution may have with a labor organization can not be in conflict with the non-discrimination provisions of the legislation.
Is harassment prohibited?	Institutions are prohibited from discharging or discriminating against any employee or applicant for employment because he/she has made a complaint, assisted with an investigation or instituted proceedings.	Institutions are prohibited from discharging or discriminating against any employee or applicant for employment because he/she has made a complaint, assisted with an investigation or instituted proceedings.	Institutions are prohibited from discharging or discriminating against any employee because he/she has made a complaint, assisted with an investigation or instituted proceedings.	Institutions will be prohibited from discharging or discriminating against any participant or potential participant because he/she has made a complaint, assisted with an investigation or instituted proceedings.	Institutions will be prohibited from discharging or discriminating against any participant or potential participant because he/she has made a complaint, assisted with an investigation or instituted proceedings.
Notification of complaints	Notification of complaints has been erratic in the past. HEW is proposing notifying institutions of complaints within 10 days. HEW notifies institutions a few weeks prior to investigation.	EEOC notifies institutions of complaints within 10 days.	Complaint procedure is very informal. Employer under review may or may not know that a violation has been reported.	Procedure not yet determined.	Procedure not yet determined.
Confidentiality of names	Individual complainant's name is usually given to the institution. Investigation findings are kept confidential by government, but can be revealed by the institution. Policy concerning government disclosure concerning investigations and complaints has not yet been issued. The aggrieved party and respondent are not bound by the confidentiality requirement.	Individual complainant's name is divulged when an investigation is made. Charges are not made public by EEOC, nor can any of its efforts during the conciliation process be made public by the commission or its employees. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.	The identity of a complainant, as well as the employer (and union, if involved), is kept in strict confidence.** If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.	Identity of complainant is kept confidential if possible. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.	Identity of complainant is kept confidential if possible. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.
For further information, contact	Division of Higher Education Office for Civil Rights Department of HEW Washington, D.C. 20201 or Office of Federal Contract Compliance Employment Standards Administration Department of Labor Washington, D.C. 20210 or Regional HEW or DOL Office	Equal Employment Opportunity Commission 1800 G Street, N.W. Washington, D.C. 20506 or Regional EEOC Office	Wage and Hour Division Employment Standards Administration Department of Labor Washington, D.C. 20210 or Field, Area, or Regional Wage and Hour Office	Division of Higher Education Office for Civil Rights Department of HEW Washington, D.C. 20201 or Regional HEW Office	Division of Higher Education Office for Civil Rights Department of HEW Washington, D.C. 20201 or Regional HEW Office

association of american colleges

SEE REVERSE SIDE FOR FOOTNOTES.

Footnotes

General

1. State employment and/or human relations laws may also apply to educational institutions. The Equal Rights Amendment to the U.S. Constitution, passed by the Congress and now in the process of ratification would, when ratified, forbid discrimination in publicly supported schools at all levels, including students and faculty.

2. Unless otherwise specified, "institution" includes public and private colleges and universities, elementary and secondary schools, and preschools.

3. A bona fide seniority or merit system is permitted under all legislation, provided the system is not discriminatory on the basis of sex or any other prohibited ground.

4. There are no restrictions against making a complaint under more than one anti-discrimination law at the same time.

5. This time limit refers to the time between an alleged discriminatory act and when a complaint is made. In general, however, the time limit is interpreted liberally when a continuing practice of discrimination is being challenged, rather than a single, isolated discriminatory act.

6. Back pay cannot be awarded prior to the effective date of the legislation.

Executive Order 11246 as amended by 11375

7. The definition of "contract" is very broad and is interpreted to cover all government contracts (even if nominally entitled "grants") which involve a benefit to the federal government.

8. As of January 19, 1973, all covered educational institutions, both public and private, must have *written* affirmative action plans.

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act

9. In certain states that have fair employment laws with prohibitions similar to those of Title VII, EEOC automatically defers investigation of charges to the state agency for 60 days. (At the end of this period, EEOC will handle the charges unless the state is actively pursuing the case. About 85 per cent of deferred cases return to EEOC for processing after deferral.)

10. Due to an ambiguity in the law as it relates to public institutions, it is not yet clear whether EEOC *or* the Attorney General will file suit in all situations which involve public institutions.

Equal Pay Act of 1963 as amended by the Education Amendments of 1972 (Higher Education Act)

11. Over 95 per cent of all Equal Pay Act investigations are resolved through voluntary compliance.

12. Unless court action is necessary, the name of the parties need not be revealed. The identity of a complainant or a person furnishing information is never revealed without that person's knowledge and consent.

Title IX of the Education Amendments of 1972 (Higher Education Act)

(Minority women are also protected from discrimination on the basis of their race or color by Title VI of the Civil Rights Act of 1964.)

13. Final regulations and guidelines for Title IX of the Education Amendments of 1972 have not yet been published. This chart includes information which is explicitly stated in the law, as well as how the law is likely to be interpreted in light of other precedents and developments.

14. The sex discrimination provision of Title IX is patterned after Title VI of the Civil Rights Act of 1964, which forbids discrimination on the basis of race, color and national origin in all federally assisted programs. By specific exemption, the prohibitions of Title VI do not cover employment practices (except where the primary objective of the federal aid is to provide employment). However, there is no similar exemption for employment in Title IX.

15. Title IX states that: "No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. . . ."

16. The following are exempted from the *admissions* provision:

Private undergraduate institutions.

Elementary and secondary schools other than vocational schools.

Single-sex public undergraduate institutions. (If public single-sex undergraduate institutions decide to admit both sexes, they will have 7 years to admit female and male students on a nondiscriminatory basis, provided their plans are approved by the Commissioner of Education.)

Note 1. *These exemptions apply to admissions only.* Such institutions are still subject to all other anti-discrimination provisions of the Act.

Note 2. Single-sex professional, graduate and vocational schools at all levels have until July, 1979, to achieve nondiscriminatory admissions, provided their plans are approved by the Commissioner of Education.

17. Under Title VI of the 1964 Civil Rights Act, which Title IX of the Education Amendments closely parallels, federal agencies which extend aid to educational institutions have delegated their enforcement powers to HEW. A similar delegation of enforcement power is expected under Title IX.

Title VII & TitleVIII of the Public Health Service Act as amended by the Comprehensive Health Manpower Act & the Nurse Training Amendments Act of 1971

18. Final regulations and guidelines for Title VII and VIII of the Public Health Service Act have not yet been published. This chart includes information which is explicitly stated in the law, as well as how the law is likely to be interpreted in light of other precedents and developments.

19. Schools of medicine, osteopathy, dentistry, veterinary medicine, optometry, pharmacy, podiatry, public health, allied public health personnel and nursing are specifically mentioned in Titles VII and VIII. Regulations issued June 1, 1972, by the Secretary of HEW specify that *all* entities applying for awards under Titles VII or VIII are subject to the nondiscrimination requirements of the act.

20. HEW regulations state: "Nondiscrimination in admission to a training program includes nondiscrimination in all practices relating to applicants to and students in the program; nondiscrimination in the enjoyment of every right, privilege and opportunity secured by admission to the program; and nondiscrimination in all employment practices relating to employees working directly with applicants to or students in the program."

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APPENDIX B-4

FEDERAL LAW AND REGULATION CONCERNING RACE DISCRIMINATION IN EDUCATIONAL INSTITUTIONS

Title	Title VI (Civil Rights Law of 1964) Public Law 88-352, July 2, 1964
Effective Date	July 2, 1964
Which institutions are covered?	Any program or activity receiving federal financial assistance.
What is prohibited?	Discrimination against any beneficiary, students or others, because of race, color or national origin.
Exemptions from coverage	Does not apply to any federal financial assistance by way of insurance or guaranty contracts, money paid, property transferred, or other assistance extended under any such program before effective date of regulation, assistance to individual who is ultimate beneficiary under any such program, or employment practice under any such program of any employer, employment agency, or labor organization. Although this part does not apply to employment, generally, this part does prohibit any program from denying service, financial aid, or benefit, admissions, enrollment, employment in the program, or participation in planning or advising to any person on the basis of race, color or national origin.
Who enforces the provisions?	Federal departments and agencies which are empowered to extend financial aid to educational programs and activities. HEW's Office for Civil Rights (Division of Higher Education) is primary agency for education.
How is a complaint made?	A letter to the Secretary of HEW and Office for Civil Rights outlining the compiaint.
Can complaints of a pattern of discrimination be made as well as individual complaints?	Yes
Who can make a complaint?	Individuals and/or organizations on own behalf or on behalf of aggrieved party.
Time limit for filing complaints?	One-hundred eighty days from date of alleged discrimination unless extended by a responsible department official.
Can investigations be made without complaints?	Yes. Government can conduct periodic reviews without a reported violation, as well as in response to complaints.
Can the entire institution be reviewed?	Yes. HEW may investigate those parts of an institution which receive federal assistance (as well as other parts of the institution related to the program, whether or not they received direct federal assistance). If the institution receives general institutional aid, the entire institution may be reviewed.
Record keeping requirements and government access to records	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.
Enforcement power and sanctions	Government may delay new awards, revoke current awards, and debar institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.
Can back pay be awarded?	Probably, to the extent that employees are covered.
Affirmative action requirements (There are no restrictions against action which is non-preferential)	Affirmative action may be required after discrimination is found.
Coverage of labor organizations	Employees in programs are covered.
Is harrassment prohibited?	Institutions will be prohibited from discharging or discriminating against any participant or potential participant because he/she has made a complaint, assisted with an investigation or instituted proceedings.
Notification of complaints	Procedure unclear. Recipient of funds would be notified if in non-compliance.
Confidentiality of names	Identity of complainant is kept confidential if possible. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.
For further information, contact	Division of Higher Education Office for Civil Rights Department of HEW Washington, D.C. 20201 or Regional HEW Office

Prepared by: The Equal Educational Opportunity Task Force
Pa. Department of Education

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